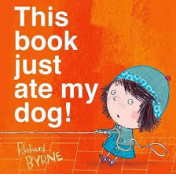
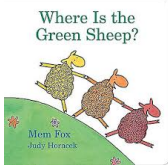
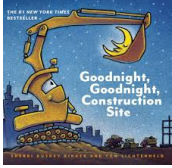
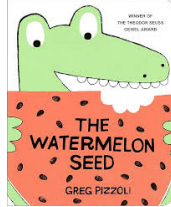

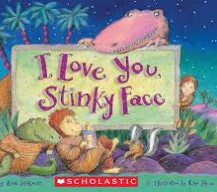


Topics	Autumn 1 If you go down to the woods today	Autumn 2 Traditional	Spring 1 Winter	Spring 2 Growing	Summer 1 Minibeasts	Summer 2 Zoo animals
	Respect	Peace	Love	Forgiveness	Honesty	Hope
Fiction books Core Books						
Poetry/ Rhyme Core Books						

<p>Love of Reading / Core books</p>						
<p>CAL</p>	<p><u>WellComm 1 screening</u></p> <ul style="list-style-type: none"> - Daily story time - Daily songs and rhymes - Daily WellComm interventions and Listening and attention activities - Interactions with adults - Role Play/small world 	<ul style="list-style-type: none"> - Daily story time - Daily songs and rhymes - Daily WellComm interventions and Listening and attention activities - Interactions with adults <p>Role Play/small world</p>	<p><u>WellComm 2 screening</u> <u>New children</u> <u>WellComm screened</u></p> <ul style="list-style-type: none"> - Daily story time - Daily songs and rhymes - Daily WellComm ki=olp[] interventions and Listening and attention activities - Interactions with adults <p>Role Play/small world</p>	<ul style="list-style-type: none"> - Daily story time - Daily songs and rhymes - Daily WellComm interventions and Listening and attention activities - Interactions with adults <p>Role Play/small world</p>	<p><u>WellComm 3 screening</u> <u>New children</u> <u>WellComm screened</u></p> <ul style="list-style-type: none"> - Daily story time - Daily songs and rhymes - Daily WellComm interventions and Listening and attention activities - Interactions with adults <p>Role Play/small world</p>	<ul style="list-style-type: none"> - Daily story time - Daily songs and rhymes - Daily WellComm interventions and Listening and attention activities - Interactions with adults <p>Role Play/small world</p>
<p>Development Matters</p>	<ul style="list-style-type: none"> - Generally, focus on an activity of their own choice and find it difficult to be directed by an adult. - Listen to other people's talk with interest, but can easily be distracted by other things. - Make themselves understood, and can become frustrated when they cannot. - Start to say how they are feeling, using words as well as actions. - Start to develop conversation, often jumping from topic to topic. - Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops'. - Use the speech sounds p, b, m, w. 					
<p>Observation Checkpoint</p>	<p><u>By around 2 years old</u>, is the child showing an interest in what other children are playing and sometimes joins in?</p> <p><u>By around 3 years old</u>, can the child shift from one task to another if you get their attention?</p> <p><u>Towards their second birthday</u>, can the child use up to 50 words? Is the child beginning to put two or three words together: "more milk"? Is the child frequently asking questions, such as the names of people and objects?</p> <p><u>Towards their third birthday</u></p>					

	<ul style="list-style-type: none"> - can the child use around 300 words? These words include descriptive language. They include words for time (for example, 'now' and 'later'), space (for example, 'over there') and function (for example, they can tell you a sponge is for washing). - Is the child linking up to 5 words together? Is the child using pronouns ('me', 'him', 'she'), and using plurals and prepositions ('in', 'on', 'under') - these may not always be used correctly to start with. - Can the child follow instructions with three key words like: "Can you wash dolly's face?" - Use the speech sounds p, b, m, w. - Pronounce: - l/r/w/y - f/th - s/sh/ch/dz/j, multi-syllabic words such as 'banana' and 'computer'. - Listen to simple stories and understand what is happening, with the help of the pictures. - 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 questions about 'who', 'what' and 'where' (but generally not 'why'). <p><u>Around the age of 2</u>, can the child:</p> <ul style="list-style-type: none"> - understand many more words than they can say – between 200–500 words? - understand simple questions and instructions like: "Where's your hat?" or "What's the boy in the picture doing?" <p><u>Around the age of 3</u>, can the child:</p> <ul style="list-style-type: none"> - show that they understand action words by pointing to the right picture in a book. For example: "Who's jumping?" <p>Note: watch out for children whose speech is not easily understood by unfamiliar adults. Monitor their progress and consider whether a hearing test might be needed.</p>
PSE	<ul style="list-style-type: none"> - Daily snack time together and then daily brushing teeth session - Key person opportunities - How to share: Adult modelling of how to take turns/share resources during continuous provision. - A key person who will provide personal support and emotional security - Playing in CP alongside others and with others - Support settling in for new children. - Home corner – role play - Acknowledging and naming feelings. - Quiet, cosy spaces. - Develop independence with toilet training. - Weekly Wiggle Worship

<p>Development Matters</p>	<ul style="list-style-type: none"> - Express preferences and decisions. They also - Try new things and start establishing their autonomy. - Engage with others through gestures, gaze and talk. - Use that engagement to achieve a goal. For example, gesture towards their cup to say they want a drink. - Find ways of managing transitions, for example from their parent to their key person. - Thrive as they develop self-assurance. - Look back as they crawl or walk away from their key person. - Look for clues about how to respond to something interesting. - Play with increasing confidence on their own and with other children, because they know their key person is nearby and available. - Feel confident when taken out around the local neighbourhood and enjoy exploring new places with their key person. - Feel strong enough to express a range of emotions. 	<ul style="list-style-type: none"> - Grow in independence, rejecting help (“me do it”). Sometimes this leads to feelings of frustration and tantrums. - 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. - Be increasingly able to talk about and manage their emotions. - Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, religion and so on. - Develop friendships with other children. - Safely explore emotions beyond their normal range through play and stories. - Talk about their feelings in more elaborated ways: “I’m sad because...” or “I love it when ...”. - Learn to use the toilet with help, and then independently.
<p>Observational checkpoints</p>	<p><u>Around the age of 2</u>, does the child:</p> <ul style="list-style-type: none"> - start to see themselves as a separate person? For example, do they decide what to play with, what to eat, what to wear? <p><u>Between the ages of 2 and 3</u>, does the child:</p> <ul style="list-style-type: none"> - start to enjoy the company of other children and want to play with them? <p>Note: watch out for children who get extremely upset by certain sounds, smells or tastes, and cannot be calmed. Or children who seem worried, sad or angry for much of the time. You will need to work closely with parents and other agencies to find out more about these developmental difficulties.</p>	
<p>Physical Development</p>	<ul style="list-style-type: none"> - Playdough Area, make playdough, use different materials and tools – rolling pins, knives, cutters - Outside Area - use bikes, trikes - Planks and tyres to walk, crawl and balance on. - Water Area, emptying and filling, carrying, developing control. - Sand pit – getting in and out independently, digging with different sized spades - Climbing tree – balancing, independence skills, - Texture kitchen – stirring, mixing - Encouraging independence Snack time - Encourage good eating habits and behaviours. - Putting on coats, hanging them up. - Creative Area – paper, brushes, chalk, pencils, crayons to mark make. 	

	<ul style="list-style-type: none"> - Construction – building indoors and outdoors with small and large blocks - Small world – manipulating the small figures - Weekly PE slot in the hall – Teddy Tennis developing ball skills 	
<p>Development Matters</p>	<ul style="list-style-type: none"> - Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them. - Enjoy starting to kick, throw and catch balls. - Build independently with a range of appropriate resources. - Walk, run, jump and climb – and start to use the stairs independently. - Spin, roll and independently use ropes and swings (for example, tyre swings). - Sit on a push-along wheeled toy, use a scooter or ride a tricycle. 	<ul style="list-style-type: none"> - Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks. - Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress. - Start eating independently and learning how to use a knife and fork. - Develop manipulation and control. - Explore different materials and tools.
<p>Observational checkpoints</p>	<p><u>Around their second birthday</u>, can the toddler run well, kick a ball, and jump with both feet off the ground at the same time? <u>Around their third birthday</u>, can the child climb confidently, catch a large ball and pedal a tricycle?</p> <ul style="list-style-type: none"> - Note: Look out for children who find it difficult to sit comfortably on chairs. They may need help to develop their core muscles. You can help them by encouraging them to scoot on sit-down trikes without pedals and jump on soft-play equipment. 	
<p>Literacy</p>	<ul style="list-style-type: none"> - Daily story time - Daily songs and rhymes - Daily self-register in key groups with key worker - Books in CP areas - Rhymes to share at home - posted on Tapestry weekly to sing at home as well as in Little Saints - Books shared from core books each week - Book Area Books to share at home - Creative Area - variety of mark making resources – pencils, felt pens, chalks, paints, crayons, pencil crayons - Mark making indoors and outdoors - Large-scale sensory play, such as making marks with fingers in wet sand or in a tray of flour - using sticks and leaves to make marks outdoors- large brushes with paint or water. 	
<p>Development Matters</p>	<ul style="list-style-type: none"> - Enjoy songs and rhymes, tuning in and paying attention. - Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. - Say some of the words in songs and rhymes. 	<ul style="list-style-type: none"> - Enjoy sharing books with an adult. - Pay attention and respond to the pictures or the words. - Have favourite books and seek them out, to share with an adult, with another child, or to look at alone.

	<ul style="list-style-type: none"> - Copy finger movements and other gestures. - Sing songs and say rhymes independently, for example, singing whilst playing. - Repeat words and phrases from familiar stories. - Ask questions about the book. - Make comments and shares their own ideas. - Develop play around favourite stories using props. 			<ul style="list-style-type: none"> - Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. - Enjoy 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. 		
<p>Nursery Rhymes</p>	<p>Twinkle Twinkle Baa Baa Black sheep Humpty Dumpty Hickory Dickory Dock Round and round the garden</p>	<p>I hear thunder Little Miss Muffet Wind a bobbin up Wee Willie Winkie Pat-a-cake</p>	<p>It's raining it's pouring Polly put the kettle on Little Boy Blue I'm a little teapot Jack and Jill</p>	<p>Mary Mary contrary Row Row your boat Hot Cross buns See-Saw Mary had a little lamb</p>	<p>Incey wincey Spider Wiggly Woo Little Jack Horner Hey Diddle Diddle Half a pound of tupenny rice</p>	<p>Little Bo Peep Old Mother Hubbard 3 Blind Mice Mary had a little lamb Miss Polly had a dolly</p>
<p>Maths</p>	<ul style="list-style-type: none"> - Number & finger rhymes each day - Maths Area/Construction Area – building with bricks counting to match their counting words with objects. - Count fingers and toes, toys, food items, sounds and actions. - Explore pattern every day on clothes, books, outdoors. - Use the language of size and weight in everyday contexts during snack time, have real food in the role play area so children can experience the language. - Provide objects with marked differences in size to play freely with. - Use snack time to set up table with correct number of utensils and food items, model counting out loud and model solving problems. - Use opportunities to model subitising throughout the session - Self-registration and discussion in groups about how many children are in school and how many are at home 					
<p>Development Matters</p>	<ul style="list-style-type: none"> - Take part in finger rhymes with numbers. - React to changes of amount in a group of up to three items - Compare amounts, saying 'lots', 'more' or 'same'. - Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence. - Count in everyday contexts, sometimes skipping numbers – '1-2-3-5'. 			<ul style="list-style-type: none"> - Climb and squeeze themselves into different types of spaces. - Build with a range of resources. - Complete inset puzzles. - Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'. - Notice patterns and arrange things in patterns. - Combine objects like stacking blocks and cups. Put objects inside others and take them out again 		

<p>Number Rhymes</p>	<p>1,2,3,4,5 once I caught a fish alive 1 potato, 2 potato, 3 potato 4 5 Little Speckled Frogs 5 Little Ducks 5 currant buns 5 sausages 1 finger 1 thumb 1,2,Buckle my shoe 2 little dickie birds Head, shoulder, knees and toes Zoom, Zoom, Zoom</p>		<p>3 Blind mice 3 Little Kittens 5 Snowmen 4 Teddy bears 5 Fingers Alice the Camel Sing a song of sixpence I'm a little Bean 5 Cheeky monkeys swinging in the tree When Goldilocks went to the house of the bears</p>		<p>5 Little Men in a flying saucer Humpty Dumpty 1 Elephant went out to play Ring a roses London Bridge is falling down 1 Big hippo Sleeping bunnies 5 cheeky monkeys jumping on the bed 5 little apples</p>	
<p>UTW</p>	<p>Talk about who is in my family and gather photos from home to display on family tree</p> <p>Walk around the local area looking for signs of Autumn including colours of leaves and leaves on the floor.</p> <p>Explore leaves, conkers, acorns inside in tuff tray and outdoors</p> <p>Explore the woods linked to the core texts take torches into the woods and explore with them.</p> <p>Daily access to outdoors and explore the weather –</p>	<p>Plant bulbs and look after them talking about what they will need to grow.</p> <p>Point out similarities and differences between families using texts.</p> <p>Explore different materials the 3 pigs used when building.</p> <p>Talk about differences between people and how Christmas is celebrated.</p> <p>Decorate the room for Christmas</p> <p>Daily access to outdoors and explore the weather –</p>	<p>Talk about who is in my family and gather photos from home to display on family tree</p> <p>Look for the signs of Winter - explore the weather, snow, frost, cold</p> <p>-Discuss appropriate clothing for Winter</p> <p>Daily access to outdoors and explore the weather – splashing in puddles, looking at ice on the floor, spiders' webs in the rain, feeling the wind etc</p> <p>Use core texts to support investigation – ice in the provision for</p>	<p>Look for the signs of Spring - Observing new growth, daffodils, changes in the seasons.</p> <p>Plant seeds for cress, beans, flowers</p> <p>Look after the seeds and discuss changes</p> <p>Look at changes from the bulbs that were planted in November</p> <p>-Daily access to outdoors and explore the weather – discuss the changes from Winter, look at the trees and how they have changed and the change in temperature.</p>	<p>-Talk about who is in my family and gather photos from home to display on family tree</p> <p>Check the planting area – bulbs and seeds</p> <p>Plant sunflower seeds for the children to take home.</p> <p>Have caterpillars and observe the life cycle into a butterfly</p> <p>Go on minibeast hunts outdoors in own area and on the large field.</p> <p>Use digital microscope and magnifying glasses to look closely at what has been found and</p>	<p>Observe the birds and squirrels who visit our garden.</p> <p>Look for the signs of summer - sun, warmth, discuss appropriate clothing and sun safety</p> <p>Check on the seeds planted and discuss changes to them</p> <p>Take sunflower seeds home and use Tapestry for regular updates</p> <p>Daily access to outdoors and explore the weather, Feeling the sun and talking about sun safety</p>

	<p>splashing in puddles feeling the wind etc</p> <p>Observe the birds and squirrels who visit our garden</p> <p>Visit the Community Garden and talk about what can be seen.</p>	<p>splashing in puddles feeling the wind etc</p> <p>Walk to the Post Office to post letters to Father Christmas</p>	<p>the Winter topic so children can actually touch it and describe it.</p>	<p>Use core texts related to growing to explore more.</p> <p>Visit the Community Garden to look at changes from Winter to Spring</p> <p>Point out similarities and differences between families using texts.</p> <p>Talk about differences between people and how Easter is celebrated.</p>	<p>use core texts to explore more</p> <p>Daily access to outdoors and explore the weather – splashing in puddles feeling the wind. Feeling the sun and talking about sun safety</p> <p>Point out similarities and differences between families using texts.</p> <p>Talk about differences between people and how Eid is celebrated</p>	<p>Visit the Community Garden to look at changes from Spring to Summer</p>
Development Matters	<ul style="list-style-type: none"> - Repeat actions that have an effect. - Explore materials with different properties. - Explore natural materials, indoors and outside. 			<ul style="list-style-type: none"> - Explore and respond to different natural phenomena in their setting and on trips. - Make connections between the features of their family and other families. - Notice differences between people 		
Weather	<p>Daily discussion about the weather in group time</p> <p>Daily opportunities to explore outdoors and the natural phenomena</p>					
Festivals and celebrations	Harvest Bonfire Night	Divali Remembrance Sunday Christmas	Chinese New Year Valentine's Day	Mothering Sunday Shrove Tuesday Easter	Eid St George's Day	Father's Day
Computing	<ul style="list-style-type: none"> - To know you can use computers to do things - Follow and give simple instructions - Make a programmable toy move but not always as planned 			<p>Online Safety</p> <ul style="list-style-type: none"> - Know to always ask permission before going online - Know to not talk to anyone they do not know online 		

	<ul style="list-style-type: none"> - Make a choice on a device using touch with support if needed - Explore a limited range of technology – torches, digital microscope - Use iPads and IWB to draw - Interact with multimedia software to make something happen on screen 			<ul style="list-style-type: none"> - Know to be careful using computers and devices 		
Wiggle	<p><u>Toddler Wiggle</u> How do you do? Introducing some of the best known characters of the Old Testament.</p>	<p><u>Toddler Wiggle</u> Bonfire Night Remembrance Day I know I am small A journey into Christmas and exploring being known and seen by God</p>	<p><u>Toddler Wiggle</u> God made the world Exploring the story of creation</p>	<p><u>Toddler Wiggle</u> God made something Exploring the character and nature of God Easter</p>	<p><u>Toddler Wiggle</u> The stories Jesus told Exploring some of the stories Jesus told</p>	<p><u>Toddler Wiggle</u> When God made light Exploring God's light in us God knows All About Me Moving to Nursery</p>
EAD	<ul style="list-style-type: none"> - Daily rhyme time, action songs, finger rhymes – share with parents through Tapestry - Creative Area – mark making with a range of resources – paint, glue, collage, print - Pretend play, home corner, small world – adult modelling and playing and developing vocabulary - Construction Area – opportunities to dress up and take on the role, build with various items - Learn colour names - Explore musical instruments independently and in group sessions - Have regular sensor/messy play activities for the children to explore using different senses - Outdoors build with larger blocks 					
Development Matters	<ul style="list-style-type: none"> - Move and dance to music. - Anticipate phrases and actions in rhymes and songs - Explore their voices and enjoy making sounds. - Join in with songs and rhymes, making some sounds. - Make rhythmical and repetitive sounds. - Explore a range of sound makers and instruments and play them in different ways. - Enjoy and take part in action songs 			<ul style="list-style-type: none"> - Start to make marks intentionally. - Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. - Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make. - Start to develop pretend play, pretending that one object represents another - Use their imagination as they consider what they can do with different materials. 		

	<ul style="list-style-type: none"> - Explore different materials, using all their senses to investigate them. - Manipulate and play with different materials. 			<ul style="list-style-type: none"> - Make simple models which express their ideas. 		
Cultural Capital	Walk to the community garden to look for signs of Autumn	Walk to the Post Box to post Father Christmas letters	Walk to Grandma's café for snack	Walk to the community garden to look for signs of Spring and to the shop to buy items for an Eid party	Walk around the local community	Walk to the community garden to look for signs for summer. Afternoon tea with parents