










Humshaugh C of E First School 2 Year Early Years Curriculum Topic Overview

Codes for texts: **red = a core text for 2 year olds**, **blue = Nursery core texts**, **black = Reception Core Texts**, **purple = other curriculum texts linked to topics or to areas of the curriculum**.  Indicates texts which have been chosen to promote positive messages about respecting diversity including diversity in the form of race, gender, physical ability, socio-economic background, or through membership of the LGBTQ+ community in line with our school vision of being good soil for everyone to grow and flourish (**Matthew 13**) NB: See **Progression Maps** for individual 'Areas of Learning' for subject specific vocabulary.

Year A		Year B	
Aut 1	All About Me – Now and in the Past.	Aut. 1	Magical Me & How I am Changing
	<p><u>Communication & Language:</u> Reception: Listen and respond in whole class group. Express ideas in sentences, including explaining differences between now and in the past. Pretend play: Play imaginatively with others taking on different roles including people from the past. Nursery 3-4 year olds: Start to listen and join in whole class group activities. Talk to adult or another child in sentences in 1-1 or small group. Pretend play: Role Play familiar situations outside the home, sometimes with others. Rising 3s: Listen from a distance to group activities while engaged in another activity of own choosing e.g. playdough. Express wants and needs to familiar adults, combining words. Pretend play: Engage in simple pretend play in home corner or outside alongside others.</p> <p><u>PSED: All:</u> Separate from carers and settle into routines. Owl Babies. Settle into routines and develop in ability to respond to 'Reach the Stars' reward system, Class 1 'Golden Rules' and boundaries to regulate emotions and behaviour at an appropriate level for their age and stage. (+ start 1decision EY programme with KB). Develop age appropriate independence skills at lunchtime, snack time, in the bathroom and seek help when needed.</p> <p><u>Physical Development:</u> Reception: Change for PE with some adult support and engage in PE lessons. Engage in a wide range of physical play outdoors and show some understanding of how to do this safely. Consolidate tripod grip with pencil and learn to cut out a shape with scissors. Nursery 3-4 year olds: Enjoy outdoor play and engage in a range of physical activities outdoors independently. Start to use modified tripod grip and trace over some letters of own name.</p>		<p><u>Communication & Language</u> Reception: Listen and respond in whole class group. Express ideas in sentences, explaining how things change including how own bodies have changed over time. Pretend play: Play imaginatively with others taking on different roles including witches, wizards or fairies. Nursery 3-4 year olds: Start to listen and join in whole class group activities. Talk to adult or another 1-1 or small group in sentences. Pretend play: role play familiar situations outside the home, sometimes with others. Rising 3s: Listen from a distance to group activities while engaged in another activity of own choosing e.g. playdough. Express wants and needs to familiar adults, combining words. Pretend play: Engage in simple pretend play in home corner or outside alongside others.</p> <p><u>PSED: All:</u> Separate from carers and settle into routines. Owl Babies and develop in ability to respond to 'Reach the Stars' reward system, Class 1 'Golden Rules' and boundaries to regulate emotions and behaviour at an appropriate level for their age ad stage. (+ start 1decision EY programme with KB). Develop age appropriate independence skills at lunchtime, snack time, in the bathroom and seek help when needed.</p> <p><u>Physical Development:</u> Reception: Change for PE with some adult support and engage in PE lessons. Engage in a wide range of physical play outdoors and show some understanding of how to do this safely. Consolidate tripod grip with pencil and learn to cut out a shape with scissors. Nursery 3-4 year olds: Enjoy outdoor play and engage in a range of physical activities outdoors independently. Start to use modified tripod grip and trace over name.</p>

<p>Rising 3s: Engage in physical activities outdoors with some adult support. Make marks with fingers or tools in a range of media.</p> <p><u>Literacy:</u> Reception: Listen and respond to stories in class group:</p> <div data-bbox="192 272 1028 584" style="border: 2px solid purple; padding: 10px;"> <p>Autumn 1 Texts: <i>'It's Ok To Be Different'</i>  <i>'What I like About Me,'</i>  <i>'Elmer,'</i> <i>'Super Duper You'</i>  <i>'The Great Big Book of Families,'</i>  <i>'Once There Were Giants,'</i> <i>'Mommy, Mama and Me,'</i>  <i>'This is Our House'</i>  <i>'The Three Billy Goats Gruff'</i> and a children's version of <i>'The Secret Garden'</i>.</p> </div> <p>Phonics: Consolidate oral phonological awareness of rhythm, rhyme, initial sounds and oral blending of CVC words. Learn to orally segment CVC words and begin to learn to read and write RWI Set 1 sounds. Writing: Practise copying own name and start to write it independently, use 'writing' in own play which includes some known letters.</p> <p>Nursery 3-4 year olds: engage with whole class stories and show some understanding of them by answering questions or through pretend play, Phonics: identify a pair of rhyming words in stories and start to spot alliteration. Tap out 2 or 3 syllables in words. Writing: Start to use 'writing' in pretend play and copy one or more letters from own name.</p> <p>Rising 3s: Enjoy sharing familiar stories 1-1 with an adult or in a small group and fill in gaps with key words. Phonics: join in rhythmical activities and nursery rhymes. Hold tools with cylindrical grasp to make marks.</p> <p><u>Maths:</u> Reception: White Rose Maths: Phases: Getting to know you: Explore provision using positional language & learn about routines and key times of the day. Just like Me: Match, & Sort, Compare Amounts, Compare Size, Mass and Capacity; Explore pattern. Begin the phase It's me 1, 2, 3. Complete jigsaw puzzles with 4-6 pieces</p>	<p>Rising 3s: Engage in physical activities outdoors with some adult support. Make marks with fingers or tools in a range of media.</p> <p><u>Literacy:</u> Reception: Listen and respond to stories in class group:</p> <div data-bbox="1296 261 2069 533" style="border: 2px solid purple; padding: 10px;"> <p>Autumn 1 Texts: <i>'It's Ok To Be Different,'</i>  <i>Meg and Mog,</i> <i>'Owl Babies,'</i> <i>'Winnie the Witch,'</i> <i>'Super Duper You,'</i> <i>'Room on the Broom.'</i> <i>'The Great Big Book of Families,'</i>  <i>'I am Living in Two Homes,'</i> <i>'The Growing Story'</i> <i>'The Magic Porridge Pot,'</i></p> </div> <p>Phonics: Consolidate oral phonological awareness of rhythm, rhyme, initial sounds and oral blending of CVC words. Learn to orally segment CVC words and begin to learn to read and write RWI Set 1 sounds. Writing: Practise copying own name and start to write it independently, use 'writing' in own play which includes some known letters.</p> <p>Nursery 3-4 year olds: engage with whole class stories and show some understanding of them by answering questions or through pretend play, Phonics: identify a pair of rhyming words in stories and start to spot alliteration. Tap out 2 or 3 syllables in words. Writing: Start to use 'writing' in pretend play and copy one or more letters from own name.</p> <p>Rising 3s: Enjoy sharing familiar stories 1-1 with an adult or in a small group and fill in gaps with key words. Phonics: join in rhythmical activities and nursery rhymes.</p> <p><u>Maths:</u> Reception: White Rose Maths: Phases: Getting to know you: Explore provision using positional language & learn about routines and key times of the day. Just like Me: Match, & Sort, Compare Amounts, Compare Size, Mass and Capacity; Explore pattern. Begin the phase It's me 1, 2, 3. Complete jigsaw puzzles with 4-6 pieces</p> <p>Nursery 3-4 year olds; Develop key concepts of matching & sorting objects and exploring pattern at a differentiated level comparing two quantities or dimensions e.g. big and small, heavy and light objects and full or empty items. Start to develop 1-1 correspondence for 1, 2, and 3 to count objects. <i>'Goldilocks & The Three Bears.</i> Complete inset</p>
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<p>Nursery 3-4 year olds; Develop key concepts of matching & sorting objects and exploring pattern at a differentiated level comparing two quantities or dimensions e.g. big and small, heavy and light objects and full or empty items. Start to develop 1-1 correspondence for 1, 2, and 3 to count objects. The Three Little Pigs. Complete inset puzzles with 6 + pieces</p> <p>Rising 3s: Join in with Number Songs and Rhymes, start to recite numbers up to 3. 'The Three Little Pigs.' Match 2 objects or shapes or colours. Stack 3 bricks.</p> <p><u>Expressive Arts & Design:</u> Reception: Skills based focus: learn where resources are kept and how to tidy them away, how to use scissors, hole-punch, sellotape, pencil sharpeners and glue safely and effectively. Techniques: Learn how to mix primary colours with paint. Genre: Self-portraiture with range of media including loose parts. Key artists: Paul Klee, Henri Matisse. Key texts: Mix it Up by Hervé Tullet and Elmer by David McKee.</p> <p>Learn nursery rhymes & action songs related to topic and for Harvest. Charanga Unit 1 'Me!</p> <p>Nursery 3-4 year olds; As Reception with support when necessary.</p> <p>Risings 3s: Engage in a range of sensory and creative play. Join in with songs, action rhymes, dances or musical activities.</p> <p><u>Understanding the World:</u> Look at simple calendars and talk about what they did yesterday. Compare what they did as a baby and what they can do now. Talk about own family and make a simple family tree. Talk to parents and grandparents about what toys they played with as children and compare with own toys. Explore and make simple maps of Humshaugh and where they live now. Discuss whether they have lived anywhere else in the past? Use 'Owl Babies' to talk about shadows and make Owl Baby shadow puppets to investigate how shadows are made.</p> <p>Nursery 3-4 year olds: Talk about the recent past e.g. this morning or at lunchtime. Talk about what they could do as a baby and what they can do now. Talk about own family composition. Explore old fashioned toys and maps.</p> <p>Rising 3s: Talk about people or pets in their house. Start to answer</p>	<p>puzzles with 6 + pieces</p> <p>Rising 3s: Join in with Number Songs and Rhymes, start to recite numbers up to 3, Match 2 objects or shapes or colours. Stack 3 bricks. Goldilocks & The Three Bears.</p> <p><u>Expressive Arts & Design:</u> Reception: Skills based focus: learn where resources are kept and how to tidy them away, how to use scissors, hole-punch, sellotape, pencil sharpeners and glue safely and effectively. Techniques: Learn how to mix primary colours with paint and fix materials to collage. Genre: Self portraiture with range of media including loose parts. Key artist: Jean Tinguely (sculptor). Key Text: Mix it Up by Hervé Tullet.</p> <p>Learn nursery rhymes & action songs related to topic and for Harvest.</p> <p>Charanga Unit 1 'Me!</p> <p>Nursery 3-4 year olds; As Reception with support when necessary.</p> <p>Risings 3s: Engage in a range of sensory and creative play. Join in with songs, action rhymes, dances or musical activities.</p> <p><u>Understanding the World:</u> Experiment with mixing ingredients, observe and record changes in potion kitchen, learn about changes in our bodies as we grow including measuring & recording own height and weight, size of hands, shoes etc and compare with babies or younger children, siblings and familiar adults at home and in school.</p> <p>Nursery 3-4 year olds: Talk about how they have grown and changed since they were born. Measure and compare height with younger and older children. Explore changes in potion kitchen.</p> <p>Rising 3s: Observe and talk about changes as they play e.g. with playdough, sand, water or painting and who is big and who is small in nursery.</p> <p><u>RE:</u> Reception: CREATION (UC)</p> <p>F1 Why is the word 'God' so important to Christians?</p>
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	<p>'What happened?' questions about the immediate past.</p> <p><u>RE:</u></p> <p>Reception: CREATION (UC)</p> <p>F1 Why is the word 'God' so important to Christians?</p>		
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<p><u>Topic Vocabulary: Autumn 1: All about me- Now and in the past</u></p> <p>autumn face, hair, eyes, ears, nose, skin boy, girl, woman, man family parent, mum, mother, dad, father, brother, sister, grandad, granny, grandparent, cousin house, home same, different now, present then, past, before yesterday, last night, this morning, this afternoon, last night, last week, last term when? what happened? when I was... I used to.... changes, changing, changed grow, growing, grew remember. a long time ago big, small bigger, smaller, medium/middle sized the same size as... tall, short, taller, shorter baby, toddler, child, grown up (adult) Billy Goats Gruff big, small bigger, smaller, medium/middle sized bridge grass, river troll horns knock, butt</p>	<p><u>Topic Vocabulary: Autumn 1: Magical me and how I am changing</u></p> <p>autumn face, hair, eyes, ears, nose, skin family, parent, mum, mother, dad, father, brother, sister, grandad, granny, grandparent, cousin house, home same, different big, small bigger, smaller, medium/middle sized the same size as... tall, short, taller, shorter grow, growing, grew baby, toddler, child, teenager, adult, older, younger become, turn into changes, changing, changed change back dissolve mix, stir porridge pot sweet, salty hot, cold thick, thin, runny wet, dry magic witch wizard, potion, spell broomstick Winnie, Wilbur grass black, white, pink, red, green etc. stripes, spots</p>
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Aut. 2	Traditional Tales 1	Aut. 2	Traditional Tales 2
	<p><u>Communication & Language</u> Reception: Listen and respond in whole class group. Express ideas in sentences including using story language and retelling familiar stories with picture prompts. Pretend play: Play imaginatively with others taking on different roles and starting to take on ideas of others. Nursery 3-4 year olds: Listen and join in whole class group activities. Talk to adults and other children in sentences including retelling parts of familiar stories in small groups. Pretend play: Role Play familiar situations and stories with others. Rising 3s: Listen from a distance to group activities while engaged in another activity of own choosing e.g. playdough and join the whole class group for short periods. Express wants and needs to familiar adults and comment on 'here and now,' combining words. Pretend play: Engage in simple pretend play in home corner or outside alongside others. Recognise some story props and costumes and start to engage with them in play.</p> <p><u>PSED: All:</u> Follow routines and respond to 'Reach the Stars' reward system, Class 1 'Golden Rules' and boundaries to regulate emotions and behaviour at an appropriate level for their age and stage. (see Curricular Goals). (+ continue 1decision EY programme). Develop age appropriate independence skills at lunchtime, snack time, in the bathroom and seek help when needed.</p> <p><u>Physical Development:</u> Reception: Change for PE with less adult support and engage fully in PE lessons, learning new skills. Engage in a wide range of physical play outdoors with increasing skill and safety. Consolidate tripod grip with pencil and start to cut out simple shapes with scissors independently. Nursery 3-4 year olds: Enjoy outdoor play and engage in familiar physical activities outdoors independently and try new physical challenges e.g. ball skills with support. Use modified tripod grip more consistently and trace over all letters of own name, Snip confidently with scissors and start to follow a straight line when cutting. Rising 3s: Engage in a range of physical activities outdoors with some adult support. Use a variety of tools for mark making with</p>		<p><u>Communication & Language:</u> Reception: Listen and respond in whole class group. Express ideas in sentences including using story language and retell familiar stories with picture prompts. Pretend play: Play imaginatively with others taking on different roles and starting to take on ideas of others. Nursery 3-4 year olds: Listen and join in whole class group activities. Talk to adults and other children in sentences including retelling parts of familiar stories in small groups. Pretend play: Role Play familiar situations and stories with others. Rising 3s: Listen from a distance to group activities while engaged in another activity of own choosing e.g. playdough and join the whole class group for short periods. Express wants and needs to familiar adults and comment on 'here and now,' combining words. Pretend play: Engage in simple pretend play in home corner or outside alongside others. Recognise some story props and costumes and start to engage with them in play.</p> <p><u>PSED: All:</u> Follow routines and respond to 'Reach the Stars' reward system, Class 1 'Golden Rules' and boundaries to regulate emotions and behaviours at an appropriate level for their age and stage. (see Curricular Goals). (+ continue 1decision EY programme). Develop age appropriate independence skills at lunchtime, snack time, in the bathroom and seek help when needed.</p> <p><u>Physical Development:</u> Reception: Change for PE with less adult support and engage fully in PE lessons, learning new skills. Engage in a wide range of physical play outdoors with increasing skill and safety. Consolidate tripod grip with pencil and start to cut out shapes simple shapes with scissors independently. Nursery 3-4 year olds: Enjoy outdoor play and engage in familiar physical activities outdoors independently and try new physical challenges e.g. ball skills with support. Use modified tripod grip more consistently and trace over several letters of own name, Snip confidently with scissors and start to follow a straight line when cutting. . Rising 3s: Engage in a range of physical activities outdoors with some adult support. Use a variety of tools for mark making with cylindrical (palmar) grip. Roll playdough into balls. Use loop scissors to snip.</p>

cylindrical (palmar) grip. Roll playdough into balls. Use loop scissors to snip.

Literacy:

Reception: Listen and respond to stories in class groups, starting to answer more complex when, why questions:

Autumn 2 Texts: *Goodnight Moon,* *The Three Little Pigs*, *Red: A Crayon's Story* , *The Nativity Story: 'Long Ago in Bethlehem.'* *Red Riding Hood* *The Paper Bag Princess* 

Phonics: Consolidate ability to orally segment CVC words and continue to learn to read and write **RWI** Set 1 sounds, including sounding out, blending and reading CVC words with known letters. Writing: Write own name independently, use 'writing' in own play which includes a range of known letters and start to write CVC words in labels and captions.

Nursery 3-4 year olds: engage with whole class stories and show understanding by answering who, what, and where questions or through pretend play, Phonics: identify a pair of rhyming words in stories and start identify objects or pictures by the initial sounds. Tap out 2 or 3 syllables in words. Writing: Develop use of 'writing' in pretend play and copy one or more letters from own name.

Rising 3s: Enjoy sharing familiar stories 1-1 with an adult or in a small group and fill in gaps with key words. Phonics: join in rhythmical activities and nursery rhymes.

Maths:

Reception: **White Rose Maths:** Phases: Complete **It's me 1,2,3:** Represent 1,2 & 3, Compare 1,2 & 3, Learn about Composition of 1, 2 & 3, Triangles & Circles & Positional Language; *We're Going on a Bear Hunt,* **Light & Dark:** Represent numbers to 5, One More & One less. Shapes with 4 sides & Time. Complete jigsaws with up to 8 pieces.

Nursery 3-4 year olds; Develop 1-1 correspondence for 1, 2, 3, 4 and 5 to count objects. Match & sort circles, triangles and squares and

Literacy:

Reception: Listen and respond to stories in class groups, starting to answer more complex when, why questions:

Brown Bear, Brown Bear, Goldilocks & the Three Bears, Goldilocks & the Three Bears (full ladybird version), 'Red: A Crayon's Story, , *The Nativity Story: 'Baby Jesus,' 'The Gingerbread Man', 'Jacob's New Dress'.* 

Phonics: Consolidate ability to orally segment CVC words and continue to learn to read and write **RWI** Set 1 sounds, including sounding out, blending and reading CVC words with known letters. Writing: Write own name independently, use 'writing' in own play which includes a range of known letters and start to write CVC words in labels and captions.

Nursery 3-4 year olds: engage with whole class stories and show understanding by answering who, what, and where questions or through pretend play, Phonics: identify a pair of rhyming words in stories and start identify objects or pictures by the initial sounds. Tap out 2 or 3 syllables in words. Writing: Develop use of 'writing' in pretend play and copy one or more letters from own name.

Rising 3s: Enjoy sharing familiar stories 1-1 with an adult or in a small group and fill in gaps with key words. Phonics: join in rhythmical activities and nursery rhymes.

Maths:

Reception: **White Rose Maths:** Phases: Complete **It's me 1,2,3:** Represent 1,2 & 3, Compare 1,2 & 3, Learn about Composition of 1, 2 & 3, Triangles & Circles & Positional Language; **Light & Dark:** Represent numbers to 5, One More & One less. Shapes with 4 sides & Time. Complete jigsaws with up to 8 pieces *Night Monkey, Day Monkey* Nursery 3-4 year olds; Develop 1-1 correspondence for 1, 2, 3, 4 and 5 to count objects. Match & sort circles, triangles and squares and start to select these by name. Develop understanding of positional

<p>start to select these by name. Develop understanding of positional names e.g. in, out, on, off, under, over. 'We're Going on a Bear Hunt' for positional language. Start to develop concept of more and less. Understand difference between day and night. Complete inset puzzles with 10 pieces.</p> <p>Rising 3s: Join in with Number Songs and Rhymes, start to recite numbers up to 5. Match objects, shapes or colours and start recognise circles and colour names. Stack 4 or 5 bricks. Start to put pieces into simple inset puzzles.</p> <p><u>Expressive Arts & Design:</u> Reception: Key skills: develop independence with cutting and sticking different materials for collage. Techniques: large scale collage, printing circles, using water colours. Genre: Large scale textured pictures, circular patterns, and clay sculpture. Key artists: Joan Miró, Kandinsky. Participate in adult led creative activities related to Christmas and the Christmas Performance, as well as initiating own creations. Learn action songs related to topic and for Christmas. Charanga Unit 2 'My Stories!' Nursery 3-4 year olds; As Reception with support when necessary. Risings 3's: Engage in a range of sensory and creative play. Join in with songs, action rhymes, dances or musical activities.</p> <p><u>Understanding the World:</u> Explore, sort & classify different materials and describe their properties. Make houses from a range of materials and test to compare how strong they are. Talk about sorting materials for recycling and why it is important to recycle materials. Research & record facts about wolves using non-fiction texts and the internet. Talk about wolves' teeth and compare with ours. Learn about the importance of cleaning and practise these skills. Nursery 3-4 year olds: Talk about different materials and match and sort them, make collage houses with bricks, sticks and straw, talk about what they feel like and what we use them for. Investigate building with different materials. Learn some facts about wolves and colour, draw or model wolves. Rising 3s: Explore and talk about bricks, sticks and straw and with support make collage houses. Spot pictures of wolves in story books</p>	<p>names e.g. in, out, on, off, under, over. Start to develop concept of more and less. Understand difference between day and night. Complete inset puzzles with 10 pieces.</p> <p>Rising 3s: Join in with Number Songs and Rhymes, start to recite numbers up to 5. Match objects, shapes or colours and start recognise circles and colour names. Stack 4 or 5 bricks. Start to put pieces into simple inset puzzles.</p> <p><u>Expressive Arts & Design:</u> Reception: Reception: Key skills: develop modelling skills with malleable materials. Techniques: Clay modelling. Exploring tone: light and dark. Genre: Clay sculpture, Tonal Art. Key artist: Monet. Participate in adult led creative activities related to Christmas and the Christmas Performance, as well as initiating own creations. Learn action songs related to topic and for Christmas. Charanga Unit 2 'My Stories!' Nursery 3-4 year olds; As Reception with support when necessary. Risings 3's: Engage in a range of sensory and creative play. Join in with songs, action rhymes, dances or musical activities.</p> <p><u>Understanding the World</u> Make 'porridge playdough'. Talk about what we have for breakfast at home and discuss our different likes and dislikes. Investigated ways of recording this information. Discuss healthy and unhealthy food choices for breakfast. Discuss our morning routines and how these might be different in different families. Learn about the importance of cleaning teeth in the morning and practise these skills. Make or decorate gingerbread men and/ or 'ginger playdough'. Research and record facts about foxes using non-fiction texts and the internet. Nursery 3-4 year olds: Talk about different breakfasts and healthy and unhealthy choices we can make. Learn about the importance of cleaning teeth in the morning and practise these skills. Participate in Gingerbread activities with support. Colour, draw or model foxes and learn some facts about foxes. Rising 3s: Engage in sensory and pretend play with porridge oats. Role play making breakfast in home corner and cleaning babies' teeth. Spot pictures of foxes in story books and non-fiction books.</p>
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and non-fiction texts.

RE: Reception: **INCARNATION (UC):**

F2 Why do Christians perform Nativity plays at Christmas?

Topic Vocabulary: Autumn 2: Traditional Tales 1

traditional	
tale	Nativity
story (fiction)	
handed down	Mary, Joseph, Jesus, baby
author	
version	Angel Gabriel
same, different	
Once upon a time...	donkey
Long ago...	
The End	Nazareth, Bethlehem
lived happily ever after	
the.... was never seen again!	counted
That was the end of the....	
three	stable
big, little	
bad	manger
pigs, wolf	
first, second, third	born, birth, birthday
build, built	
straw, sticks, bricks	God
chin	
huff, puff, blow	human
chimney	
pot	form
Red Riding Hood	
cape	blessing
wood	
grandmother	world, earth
eyes, nose, teeth	
woodcutter	star
hide	



RE: Reception: **INCARNATION (UC):**

F2 Why do Christians perform Nativity plays at Christmas?

Topic Vocabulary: Autumn 2: Traditional Tales 2

traditional	
tale	Nazareth, Bethlehem
story (fiction)	
handed down	counted,
author	
version	stable, manger
same, different	
Once upon a time...	born, birth, birthday
Long ago...	
The End	God
lived happily ever after	
the.... was never seen again!	human
Never went there again!	
That was the end of the....	form
three	
size	blessing
big, medium sized, small	
mummy, daddy, baby	world, earth
low, deep, high, squeaky	
voice	star
who's, somebody's	
been	shepherds
bear	
Goldilocks	sing
chair, table, bed	
jump, walk, sit, run, sleep	sheep
porridge	
hot, cold, sweet, salty	Wise men, Wise women (Magi)
hard, soft, lumpy	
Nativity	gift
Mary, Joseph, Jesus, baby	
Angel Gabriel	gold, frankincense, myrrh
donkey	

Spri.1	What is it like in a Wood and in the Jungle?	Spr. 1	What is it like in the Winter in the UK and in the Arctic?
	<p><u>Communication & Language:</u> Reception: Listen and respond in whole class group. Express ideas in sentences including using story language and retelling familiar stories with minimal prompts and making predictions of what might happen next in an unfamiliar story. Pretend play: Play imaginatively with others taking on different roles, incorporating familiar storylines and taking on ideas of others.</p> <p>Nursery 3-4 year olds: Listen and respond in whole class group activities. Talk to adults and other children in sentences including a sequence of events from familiar stories using past tenses or saying what is going to happen next in a familiar story. Pretend play: Role play familiar situations and stories with others objects to represent other objects in their play. Engage in small world play for longer periods and start to give commentaries or add voices to this type of play.</p> <p>Rising 3s: Listen and attend to group activities for longer periods. Express wants and needs to familiar adults and comment on 'here and now' combining 3 main words. Pretend play: Engage in simple pretend play in home corner or outside using realistic objects and other materials together. Recognise story props and costumes and engage with them in play. Start to carry out simple small world pretend play sequences.</p> <p><u>PSED: All:</u> Follow routines and respond to 'Reach the Stars' reward system, Class 1 'Golden Rules' and boundaries to regulate emotions and behaviours at an appropriate level for their age and stage. (See Curricular Goals). (+ continue 1decision EY programme). Develop age appropriate independence skills at lunchtime, snack time, in the bathroom and seek help when needed.</p> <p><u>Physical Development:</u> Reception: Change for PE with minimal adult support and engage fully in PE lessons, continuing to develop new skills. Engage in a wide range of physical play outdoors with increasing skill and safety. Use effective tripod grip with pencil to write most of Set 1 letters and use scissors and other tools independently for own creations.</p> <p>Nursery 3-4 year olds: Enjoy outdoor play and engage in familiar physical activities outdoors independently and try new physical</p>		<p><u>Communication & Language:</u> Reception: Listen and respond in whole class group. Express ideas in sentences including using story language and retelling familiar stories with minimal prompts and making predictions of what might happen next in an unfamiliar story. Pretend play: Play imaginatively with others taking on different roles, incorporating familiar storylines and taking on ideas of others.</p> <p>Nursery 3-4 year olds: Listen and respond in whole class group activities. Talk to adults and other children in sentences including a sequence of events from familiar stories using past tenses or saying what is going to happen next in a familiar story. Pretend play: Role play familiar situations and stories with others objects to represent other objects in their play. Engage in small world play for longer periods and start to give commentaries or add voices to this type of play.</p> <p>Rising 3s: Listen and attend to group activities for longer periods. Express wants and needs to familiar adults and comment on 'here and now' combining 3 main words. Pretend play: Engage in simple pretend play in home corner or outside using realistic objects and other materials together. Recognise story props and costumes and engage with them in play. Start to carry out simple small world pretend play sequences.</p> <p><u>PSED: All:</u> Follow routines and respond to 'Reach the Stars' reward system, Class 1 'Golden Rules' and boundaries to regulate emotions and behaviours at an appropriate level for their age and stage. (See Curricular Goals). (+ continue 1decision EY programme). Develop age appropriate independence skills at lunchtime, snack time, in the bathroom and seek help when needed.</p> <p><u>Physical Development:</u> Reception: Change for PE with minimal adult support and engage fully in PE lessons, continuing to develop skills. Engage in a wide range of physical play outdoors with increasing skill and safety.</p> <p>Nursery 3-4 year olds: Enjoy outdoor play and engage in familiar physical activities outdoors independently and try new physical challenges e.g. ball skills with support. Use modified tripod grip more consistently and trace over all letters of own name, Use scissors effectively o follow straight lines when cutting.</p>




<p>challenges e.g. ball skills with support. Use modified tripod grip more consistently and trace over all letters of own name, Use scissors effectively to follow straight lines when cutting.</p> <p>Rising 3s: Engage in a range of physical activities outdoors with some adult support. Use a variety of tools for mark making with cylindrical (palmar) grip. Roll playdough into balls and snakes. Use loop scissors to snip.</p> <p><u>Literacy:</u> Listen and respond to stories or non-fiction books in class groups, starting to answer more complex when, why and how questions:</p> <div data-bbox="259 440 1028 727"> <p>Spring 1 Texts: <i>'Dear Zoo'</i> <i>'The Gruffalo'</i>, <i>'Giraffes Can't Dance'</i> , <i>'The Selfish Crocodile,'</i> <i>'My Friend Bear,'</i> <i>'Down in the Jungle,'</i> <i>'Row your boat'</i> (songs and stories) <i>'Rumble in the Jungle,'</i> <i>'The Naughty Bus,'</i> <i>'Rainforests: Explore My World;</i> (non- fiction)</p> </div> <p>Phonics: Consolidate reading and writing all RWI Set 1 in CVC and words and start to read and write CVCC and CCVC words with known letters. Writing: Start to write simple phrases and sentences in meaningful contexts. Learn to read and write Phase 1 Red words.</p> <p>Nursery 3-4 year olds: engage with whole class stories or non- fiction books and show understanding by answering who, what, and where or when questions or through pretend play, Phonics: spot pairs of rhyming words and begin to continue a rhyming string. Identify objects or pictures from a small group by their initial sounds. Tap out multi syllabic words or short phrases. Writing: Develop use of 'writing' in pretend play and start to write one or more letters from own name independently.</p> <p>Rising 3s: Enjoy sharing familiar stories in groups, fill in gaps with key words and join in with repeated refrains. Phonics: join in with a range of rhythmical activities, nursery rhymes and action songs.</p> <p><u>Maths:</u> Reception: White Rose Maths: Phases: Alive in 5!: Introduce Zero, compare 4 and 5, Composition of 4 & 5, Compare Mass (2) Compare</p>	<p>Rising 3s: Engage in a range of physical activities outdoors with some adult support. Use a variety of tools for mark making with cylindrical (palmar) grip. Roll playdough into balls and make snakes. Use loop scissors to snip.</p> <p><u>Literacy:</u> Listen and respond to stories or non-fiction books in class groups, starting to answer more complex when, why and how questions:</p> <div data-bbox="1301 384 2072 676"> <p><i>'The Secrets of Winter,'</i> (non-fiction) <i>'Brown Bear, Brown Bear,'</i> <i>'We're Going on a Bear Hunt,'</i> <i>'The Gruffalo,'</i> <i>'Way up in the Arctic'</i> (Fiction & non-fiction) <i>'The Ugly Duckling,'</i> <i>'The Sissy Duckling'</i></p> <p> <i>'The Snowman'</i> <i>'Snow Bear,'</i> <i>'The Snow Lambs'</i></p> </div> <p>Phonics: Consolidate reading and writing all RWI Set 1 in CVC and words and start to read and write CVCC and CCVC words with known letters. Begin learning RWI Set 2 Sounds. Writing: Start to write simple phrases and sentences in meaningful contexts. Learn to read and write Phase 1 Red words.</p> <p>Nursery 3-4 year olds: engage with whole class stories or non-fiction books and show understanding by answering who, what, and where or when questions or through pretend play, Phonics: spot pairs of rhyming words and begin to continue a rhyming string. Identify objects or pictures from a small group by their initial sounds. Tap out multi syllabic words or short phrases. Writing: Develop use of 'writing' in pretend play and start to write one or more letters from own name independently.</p> <p>Rising 3s: Enjoy sharing familiar stories in groups, fill in gaps with key words and join in with repeated refrains. Phonics: join in with a range of rhythmical activities, nursery rhymes and action songs.</p> <p><u>Maths:</u> Reception: White Rose Maths: Phases: Alive in 5!: Introduce Zero, compare 4 and 5, Composition of 4 & 5, Compare Mass (2) Compare Capacity (2). Begin Phase Growing 6, 7 and 8: 6, 7 and 8. Complete</p>
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<p>Capacity (2). Begin Phase Growing 6, 7 and 8: 6, 7 and 8. Complete jigsaws with 10 pieces.</p> <p>Nursery 3-4 year olds: Develop 1-1 correspondence for 1, 2, 3, 4 5 & 6 to count objects. Compare 5 & 6 and talk about one more and one less. Compare Mass and Capacity activities -differentiated for Nursery children. Complete inset puzzles with 12 pieces and start to join j pieces together in a simple jigsaw.</p> <p>Rising 3s: Join in with number songs and rhymes. Start to recite numbers up to 6. Match objects, shapes or colours and start to recognise circles and colour names. Stack 6 bricks. Complete inset puzzles with 5 or 6 pieces.</p> <p><u>Expressive Arts & Design:</u></p> <p>Reception: Techniques: Wax resist mark making. Genre: collaborative jungle art. Key artist: Henri Matisse. Participate in adult led creative activities related to woodland or the jungle e.g. animal print fabric collages as well as initiating own creations. Learn action songs related to topic. Charanga Unit 3 'Everyone!'</p> <p>Nursery 3-4 year olds; As Reception with support when necessary.</p> <p>Risings 3s: Engage in a range of sensory and creative play. Join in with songs, action rhymes, dances or musical activities</p> <p><u>Understanding the World:</u></p> <p>Reception: Compare the two different environments of British Woodland and Tropical Jungle. Find about and record facts about both from text books and the internet. Go on a woodland walk and collect woodland natural materials. Make a class jungle in a terrarium. https://www.ecokidsplanet.co.uk/blogs/news/make-your-own-jungle-terrarium</p> <p>Talk about the differences and similarities in the environments and what creatures live in them. Look at world maps or globes to find out which areas of the world are jungles. Talk about the importance of having jungle areas (rainforests) in the world. Make own maps to lead someone through a wood. Research and record facts about animals that live in both environments.</p> <p>Nursery 3-4 years: Participate in Reception teaching and learning activities above with adult support.</p> <p>Rising 3s Engage in sensory play with woodland materials and pretend play with woodland and jungle animals. Spot pictures of</p>	<p>jigsaws with 10 pieces.</p> <p>Nursery 3-4 year olds: Develop 1-1 correspondence for 1, 2, 3, 4 5, & 6 to count objects. 'Six Dinner Sid.' Compare 5 & 6 and talk about one more and one less. Compare Mass and Capacity activities - differentiated for Nursery children. Complete inset puzzles with 12 pieces and start to join pieces together in a simple jigsaw.</p> <p>Rising 3s: Join in with number songs and rhymes. Start to recite numbers up to 6. Match objects, shapes or colours and start to recognise circles and triangles plus colour names. Stack 6 bricks. Complete inset puzzles with 5 or 6 pieces.</p> <p><u>Expressive Arts & Design:</u></p> <p>Reception: Techniques: ice sculptures. Watercolour experiments using cold colours, clay modelling (winter gardens). Participate in adult led creative activities related to Winter or the Arctic e.g. polar bear collages (foam & PVA) as well as initiating own creations. Learn action songs related to topic. Charanga Unit 3 'Everyone!'</p> <p>Nursery 3-4 year olds; As Reception with support when necessary.</p> <p>Risings 3s: Engage in a range of sensory and creative play. Join in with songs, action rhymes, dances or musical activities</p> <p><u>Understanding the World:</u></p> <p>Reception: Use the book 'The Secrets of Winter' to talk about shadows. Investigate shadows and how they are made using torches. Learn about the changes in our country during winter and compare this with the climate in the Arctic. Find about and record facts about both from text books and the internet. Go on a Winter walk and take photos of signs of Winter. Use them to make a simple map of the walk. Make a 'story map' for Bear Hunt. Make a class mini winter garden. https://barleyandbirch.com/make-mini-winter-sensory-garden-for-kids/. Look at maps or globes to see where the Arctic is in the world. Talk about similarities and differences between the two environments. Investigate what creatures live in the Arctic. Research and record facts about some arctic animals. Find about people who live in the Arctic Circle and how they live. Talk about global warming and the importance of keeping the polar ice caps cold.</p> <p>Nursery 3-4 years: Participate in Reception teaching and learning activities above with adult support.</p> <p>Rising 3s Engage in sensory play with winter natural materials and</p>
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	<p>animals in stories and non-fiction books.</p> <p><u>RE:</u> Reception: Diocesan Syllabus: F4 Being Special, where do we belong?</p>		<p>pretend play with arctic animals. Spot pictures of animals in stories and non-fiction books.</p> <p><u>RE:</u> Reception: Diocesan Syllabus: F4 Being Special, where do we belong?</p>
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<p><u>Topic Vocabulary: Spring 1: What is it like in a Wood and in the Jungle?</u> story (fiction) information book (non-fiction) author, illustrator same, different wood, jungle, forest, river, rainforest, hot, heat, rain, tropical winter, cold, cool, wet, dry, damp moss, lichen, fungi, pinecone, acorn dark, light trees, trunks, leaves, branches, sticks, shoots, clearing, vines world, earth, globe, Africa, South America, Asia monkey, giraffe, lion, snake, camel, elephant, puppy, bear, teddy big, scary, fierce, naughty, tall, grumpy just right, mouse, fox, snake, owl, Gruffalo dance, music, skip, prance neck, knees, legs, hooves, tail thin, bandy, clumsy munch, buckle, froze, rooted, imagine, swish, sway creature, animal warthog, chimpanzee, baboon, cricket, crocodile, wild pig, deer, squirrel, iguana fish, tadpoles, frogs, crabs, crayfish shoulder, mouth, teeth, jaws, tears, swollen, painful sharp, snappy, thirsty selfish, clever, grateful, scared grunt, groan, awaken, buzz, hoot, row, rustle, friend, share lost, found, naughty bus, driver, London, hook, winch, beans, egg, chips, passengers, people, buildings, traffic, bus stop, roads, drive, crash, bump, fall, dirty, wash, brush teeth, sleep, imagine, pretend, mess, leave, forget, rescue, save, wait, hold tight close, closer, powerful, important, handsome, silliest, alone, cosy, tall outside, inside pond, reflection, garden</p>	<p><u>Topic Vocabulary: Spring 1: What is it like in the Winter in the UK and in the Arctic?</u> story (fiction) information book (non-fiction) author, illustrator same, different winter United Kingdom. England Arctic Circle Earth, world, globe cold, cool, chilly, frost, frosty, freezing, frozen, ice, icy, icebergs snow, snowflakes, snowman rain, wind, storms dark, light evergreen, deciduous moss, lichen, hibernate caribou, moose, reindeer, arctic fox, arctic hare, orca, beluga, whale, lemming, snowy owl, polar bear, wolf, walrus, seal calf, cub, owlet pod, den, cave, lair chubby, furry, prance, wobble, wiggle, nap, sing, chirp, jump, hop, swim, dive, splash, prowl, howl, hoot. Snuggle, dig, tunnel, snuggle, cuddle Fox, badger, hedgehog, tawny/barn owl, snail, blue tit, otter, Brown bear, (Canada, USA) scared, hunt, catch. tiptoe, bat, throw, hit, box, bake, swing (a bat), skip, grumble, mumble grass, mud, river, forest, snowstorm, cave under, over, through long, wavy, deep, cold, thick, oozy, big, dark, swirling, whirling, narrow, gloomy, shiny, wet, furry, googly, sly nose, ears, eyes big, scary, noisy, naughty, tall, just right, ugly, beautiful mouse, fox, snake, owl, Gruffalo duck, duckling, drake, swan, cygnet, reflection, sissy, cruel, tease, bravery, loyalty, ingenuity, special, amaze</p>
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Spr. 2	Weather & Growing Things	Spr. 2	People who help us
	<p><u>Communication & Language:</u> Reception: Listen and respond in whole class group. Express ideas in sentences including giving instructions how to do something e.g. grow a plant and give how and why explanations. Pretend play: Play imaginatively with others taking on different roles, incorporating familiar and new situations and taking on ideas of others. Nursery 3-4 year olds: Listen and respond in whole class group activities. Talk to adults and other children in sentences including a sequence of events using past tenses or saying what is going to happen next. Give some simple instructions e. g. what to do next to grow a plant and answer simple why questions appropriately. Pretend play: Role play some less familiar situations e.g. at a garden centre or flower shop with others and using objects to represent other objects in their play. Engage in small world play for longer periods and give commentaries or add voices to this type of play. Rising 3s: Listen and attend to group activities for longer periods. Express wants and needs to familiar adults and comment on 'here and now' combining 4-5 main words. Pretend play: Engage in simple pretend play in home corner or outside starting to use some objects to represent other things e.g. using playdough or loose parts as food in role play area. Recognise story props and costumes and engage with them in play including role play related to planting seeds or tending plants. Carry out simple small world pretend play sequences.</p> <p><u>PSED: All:</u> Follow routines and respond to 'Reach the Stars' reward system, Class 1 'Golden Rules' and boundaries to regulate emotions and behaviours at an appropriate level for their age and stage. (See Curricular Goals). (+ continue 1decision EY programme). Develop age appropriate independence skills at lunchtime, snack time, in the bathroom and seek help when needed.</p> <p><u>Physical Development:</u> Reception: Change for PE with only occasional adult support and engage fully in PE lessons, continuing to develop skills. Engage in a wide range of physical play outdoors with increasing skill and safety. Use mature tripod grip with occasional reminders and form many letters recognisably. Nursery 3-4 year olds: Enjoy outdoor play and engage in familiar</p>		<p><u>Communication & Language:</u> Reception: Listen and respond in whole class group. Express ideas in sentences including recounting factual information they have learned from texts, giving how and why explanations. Pretend play: Play imaginatively with others taking on different roles, incorporating familiar and new situations and taking on ideas of others. Nursery 3-4 year olds: Listen and respond in whole class group activities. Talk to adults and other children in sentences including a sequence of events using past tenses or saying what is going to happen next. Recount some facts they have learned and answer simple why questions appropriately. Pretend play: Role play some less familiar situations e.g. at a doctor's surgery, fire station or vets with others and using objects to represent other objects in their play. Engage in small world play for longer periods and give commentaries or add voices to this type of play. Rising 3s: Listen and attend to group activities for longer periods. Express wants and needs to familiar adults and comment on 'here and now' combining 4-5 main words. Pretend play: Engage in simple pretend play in home corner or outside starting to use some objects to represent other things e.g. using playdough or loose parts as food in role play area. Recognise story props and costumes and engage with them in play including role play of different people who help us. Carry out simple small world pretend play sequences.</p> <p><u>PSED: All:</u> Follow routines and respond to 'Reach the Stars' reward system, Class 1 'Golden Rules' and boundaries to regulate emotions and behaviours at an appropriate level for their age and stage. (See Curricular Goals). (+ continue 1decision EY programme). Develop age appropriate independence skills at lunchtime, snack time, in the bathroom and seek help when needed.</p> <p><u>Physical Development:</u> Reception: Change for PE with only occasional adult support and engage fully in PE lessons, continuing to develop skills. Engage in a wide range of physical play outdoors with increasing skill and safety. Use mature tripod grip with occasional reminders and form many letters recognisably. Nursery 3-4 year olds: Enjoy outdoor play and engage in familiar</p>








<p>physical activities outdoors independently and try new physical challenges e.g. ball skills with support. Use modified tripod grip consistently, trace over all letters of own name and start to copy them independently. Use scissors effectively to follow straight lines when cutting and start to cut out a simple shape.</p> <p>Rising 3s: Engage in a range of physical activities outdoors with some adult support. Use a variety of tools for mark making and start to develop digital grip. Roll playdough into balls and make snakes, or cut out shapes of playdough with cutters Use loop scissors to snip. Start to put own coat on.</p> <p>Literacy: Reception: Reception: Listen and respond to stories or non-fiction books in class groups, answering more complex when, why and how questions:</p> <div data-bbox="257 593 1028 836" data-label="Text"> <p><i>'The Hungry Caterpillar', 'Owl babies' 'Jasper's Beanstalk, Jack & the Beanstalk' 'Worm Loves Worm,'  'Ten Seeds' 'Sunflower House,' + Non Fiction books and PPTs about Weather.</i></p> </div> <p>Phonics: Learn to read & write remaining RWI: Set 2 sounds and begin to learn RWI Set 3 sounds. Write Phase 1 Red words. Learn to read all Phase 2 red words and begin to learn to read some Phase 3 Words.</p> <p>Nursery 3-4 year olds: engage with whole class stories or non-fiction books and show understanding by answering who, what, and where or when and simple why questions or through pretend play, Phonics: spot pairs of rhyming words and begin to continue a rhyming string. Identify objects or pictures from a small group by their initial sounds or by orally blending sounds. Play sound lotto games. Tap out multi syllabic words or short phrases. Writing: Develop use of 'writing' in pretend play and write one or more letters from own name independently.</p> <p>Rising 3s: Enjoy sharing familiar stories in groups, fill in gaps with key words and join in with repeated refrains. Phonics: join in with a</p>	<p>physical activities outdoors independently and try new physical challenges e.g. ball skills with less support. Use modified tripod grip consistently, trace over all letters of own name and start to copy them independently. Use scissors effectively to follow straight lines and start to cut out a simple shape.</p> <p>Rising 3s: Engage in a range of physical activities outdoors with some adult support. Use a variety of tools for mark making and start to develop digital grip. Roll playdough into balls and make snakes, or cut out shapes of playdough with cutters Use loop scissors to snip. Start to put own coat on.</p> <p>Literacy: Reception: Listen and respond to stories or non-fiction books in class groups, answering more complex when, why and how questions:</p> <div data-bbox="1299 572 2069 924" data-label="Text"> <p><i>The Enormous Turnip' 'The Jolly Postman' Busy People Series: 'Fire Fighter', 'Police Officer', Vet, 'Doctor' 'Teacher,' 'Librarian' 'My Daddy The Amazing Nurse'  'All Through the Night' 'Hello Sailor',  'At the Hospital,' 'The Life of Florence Nightingale.' + PPTS about different people who help us.</i></p> </div> <p>Phonics: RWI: learn to read and write remaining Set 2 sounds and begin to learn RWI Set 3 sounds. Write Phase 1 Red words. Learn to read all Phase 2 red words and begin to learn to read some Phase 3 Words.</p> <p>Nursery 3-4 year olds: engage with whole class stories or non-fiction books and show understanding by answering who, what, and where or when and simple why questions or through pretend play, Phonics: spot pairs of rhyming words and begin to continue a rhyming string. Identify objects or pictures from a small group by their initial sounds or by orally blending sounds. Play sound lotto games. Tap out multi syllabic words or short phrases. Writing: Develop use of 'writing' in pretend play and write one or more letters from own name independently.</p> <p>Rising 3s: Enjoy sharing familiar stories in groups, fill in gaps with key</p>
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<p>range of rhythmical activities, nursery rhymes and action songs.</p> <p><u>Maths:</u> Reception: White Rose: Phases: Finish Growing 6, 7 and 8: Making Pairs & Combining Two Groups, Length, Height & Time, then Building 9 & 10: Comparing Numbers to 10, Bonds to 10, 3d Shape Pattern (2). <i>'Ten in a Bed', '10 Black dots.'</i> Nursery 3-4 year olds; Develop 1-1 correspondence for 1, 2, 3, 4, 5, 6, 7 & 8 to count objects. Compare 7 & 8 and talk about one more and one less. Practise shape names for 2D shapes, Start to learn that there are flat (2D) shapes and fat (3D) shapes and be introduced to spheres, cubes and cones. Make alternating AB patterns with shapes or other objects. Complete inset puzzles with 12 pieces easily and be able to join pieces together in a simple jigsaw. Rising 3s: Join in with number songs and rhymes. Start to show fingers for 1-5. Start to recite numbers up to 7 and 8. The Hungry Caterpillar. Match objects, shapes or colours and start to recognise circles, squares and triangles plus colour names. Stack 8 bricks. Complete inset puzzles with up to 8 pieces. Begin to join two large jigsaw pieces.</p> <p><u>Expressive Arts & Design:</u> Reception: Techniques: Painting or printing, collage and plant pigment mark making. Genre: Sunflower pictures and collages, insect pictures and collages, collages with seeds and other natural materials. Key Artists: Van Gough, Eric Carl. Closely observe a plant and make observational drawings. Participate in adult led creative activities related to topic or Easter e.g. Easter Cards as well as initiating own creations. Learn Easter songs. Make Easter Garden (RE) Music. Charanga; Unit 4: 'Our World,' Nursery 3-4 year olds; As Reception with support when necessary. Risings 3s: Engage in a range of sensory and creative play. Join in with songs, action rhymes, dances or musical activities</p> <p><u>Understanding the World:</u> Learn about how to grow plants and follow</p>	<p>words and join in with repeated refrains. Phonics: join in with a range of rhythmical activities, nursery rhymes and action songs.</p> <p><u>Maths:</u> Reception: White Rose: Phases: Finish Growing 6, 7 and 8: Making Pairs & Combining Two Groups, Length, Height & Time, then Building 9 & 10: Comparing Numbers to 10, Bonds to 10, 3d Shape Pattern (2). Begin 'To 20 and Beyond.' <i>'Ten in a Bed', '10 Black dots.'</i> Nursery 3-4 year olds; Develop 1-1 correspondence for 1, 2, 3, 4, 5, 6, 7 & 8 to count objects. Compare 7 & 8 and talk about one more and one less. Practise shape names for 2D shapes, start to learn that there are flat (2D) shapes and fat (3D) shapes and be introduced to spheres, cubes and cones. Make alternating AB patterns with shapes or other objects. Complete inset puzzles with 12 pieces easily and be able to join pieces together in a simple jigsaw. Rising 3s: Join in with number songs and rhymes. Start to show fingers for 1-5. Start to recite numbers up to 7 and 8. The Hungry Caterpillar. Match objects, shapes or colours and start to recognise circles, squares and triangles plus colour names. Stack 8 bricks. Complete inset puzzles with up to 8 pieces. Begin to join two large jigsaw pieces.</p> <p><u>Expressive Arts & Design:</u> Reception: Techniques: Printing with different objects e.g. wheels. Exploring warm colours. Marbling (linked to Easter eggs). Genre: Tyre track patterns, fire pictures. Participate in adult led creative activities related to topic or Easter e.g. Easter Cards as well as initiating own creations. Learn Easter Songs. Make Easter Garden. Nursery 3-4 year olds; As Reception with support when necessary. Risings 3s: Engage in a range of sensory and creative play. Join in with songs, action rhymes, dances or musical activities</p> <p><u>Understanding the World:</u> Reception: Visits from people who different jobs: Vet, Doctor, Fire Fighter, Police, Paramedic, Search & Rescue + dog, Farmer etc. Research & record facts about different helpful professions using non-fiction texts and the Internet. Learn about helpful people in the past e.g.</p>
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	<p>instructions to plant a bean or a sunflower and cress. Learn how to take care of plants, make observations of growth and take measurements. Find out what plants need to grow (water, sunlight and the correct temperature). Learn about the weather, make observations and record them in different ways.</p> <p>Nursery 3-4 years: Explore, talk about and show care for the natural world including observing how plants grow.</p> <p>Risings 3s: Explore natural materials and phenomena e.g. plants, wildlife and weather inside and outside.</p> <p><u>RE:</u> Reception: SALVATION (UC) F3 Why do Christians put a cross in an Easter garden?</p>		<p>Florence Nightingale or Grace Darling.</p> <p>Nursery 3-4 year olds: As Reception with support. Talk about different occupations using appropriate vocabulary and demonstrate them in role play.</p> <p>Rising 3's: Notice differences between individual people.</p> <p><u>RE:</u> Reception: SALVATION (UC) F3 Why do Christians put a cross in an Easter garden?</p>
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	<p><u>Topic Vocabulary: Spring 2: Weather and Growing things</u></p> <p>spring weather rain, rainy wind, windy, breeze, breezy sunshine, sunny, bright clouds, cloudy, dull fog, mist, foggy, misty ice, snow, frost, frosty thunder, lightning, storm, stormy seed, bulb, root, shoot, stem, seedling, leaf, leaves, flower, bud sow, plant, water, dig, weed, hoe, hose, rake, mow, wait, pick, harvest, crop, climb, throw, love, fly, flew soil, pot, watering can, water spray, hose pipe, cane sunlight, warmth, the right temperature sunflower, scarecrow wet, dry, moist grow, grew tall, taller, high, higher, short, shorter beanstalk, beans Jack, Jasper, mother, cow, giant, castle, wife, hen, harp, sack, coins magic, golden worm wedding owl, mother, babies, Sarah, Percy, Bill, branch soft, silent,</p>	<p><u>Topic Vocabulary: Spring 2: People who help us</u></p> <p>spring turnip, seed enormous, huge, plant, water, grow, grew, pull, help man, woman, farmers, boy, girl, dog, cat, mouse doctor, nurse, paramedic, receptionist, stethoscope, prescription, mask, bandage, thermometer, injection, x-ray, medicine, temperature, test, check, appointment, patient, details, waiting room, hospital, ward, ambulance, stretcher, poorly, ill, better, well fire, smoke, hot, burn, fire fighter, fire engine, hose pipe, water, helmet, uniform, rescue, put out, extinguisher, fire station, fire brigade. police officer, police car, siren, baton, helmet, vest, handcuffs, radio, police station, jail, arrest, lost, rescue, catch, safe search and rescue, lifeguards, mountain rescue vet, vets, animals, pets, library, librarian, books, borrow, lend teacher, teaching assistant postman, bag, sack, sort, deliver, letters, postcards, cards, address parcels, stamps, van, bicycle, post box, post office. night, day work, job journalist, cleaner, refuse collector.</p>
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Sum. 1 & 2	Pirates & The Sea	Sum. 1 & 2	All Around the World: what is it like in other countries?
	<p><u>Communication & Language:</u> Reception: Listen and respond appropriately to others in whole class group. Listen to ideas of peers without interrupting. Express ideas in sentences including giving clear explanations of why or how something happens. Pretend play: Play imaginatively with others taking on different roles, and creating a joint narrative to their play, beginning to listen to the views of others. Nursery 3-4 year olds: Listen and respond in whole class group activities. Talk to adults and other children in sentences including a sequence of events using past tenses or saying what is going to happen next. Recount facts they have learned and answer simple why and how questions appropriately. Pretend play: Role play less familiar situations e.g. start to role play people from other countries. Engage in extended small world play giving commentaries or add voices to this type of play.</p> <p>Rising 3s: Listen and attend to group activities for longer periods. Express wants and needs to familiar adults and start to comment beyond the 'here and now' e.g. talking about something that has happened home. Pretend play: Engage in more extended pretend play in role play area or outside using some objects to represent other things. Recognise story props and costumes and engage with them in simple role play including people from different countries. Carry out longer small world pretend play sequences.</p> <p>PSED: All: Follow routines and respond to 'Reach the Stars' reward system, Class 1 'Golden Rules' and boundaries to regulate emotions and behaviours at an appropriate level for their age and stage. (See Curricular Goals). (+ continue 1decision EY programme). Develop age appropriate independence skills at lunchtime, snack time, in the bathroom and seek help when needed.</p> <p><u>Physical Development:</u> Reception: Change for PE independently and engage fully in PE lessons, continuing to develop skills. Engage in a wide range of physical play outdoors with skill and safety. Use mature tripod grip and form most letters recognisably. Nursery 3-4 year olds: Enjoy outdoor play and engage in familiar</p>		<p><u>Communication & Language:</u> Reception: Listen and respond appropriately to others in whole class group. Listen to ideas of peers without interrupting. Express ideas in sentences including giving clear explanations of why or how something happens. Pretend play: Play imaginatively with others taking on different roles, and creating a joint narrative to their play, beginning to listen to the views of others. Nursery 3-4 year olds: Listen and respond in whole class group activities. Talk to adults and other children in sentences including a sequence of events using past tenses or saying what is going to happen next. Recount facts they have learned and answer simple why and how questions appropriately. Pretend play: Role play less familiar situations e.g. start to role play people from other countries. Engage in extended small world play giving commentaries or add voices to this type of play.</p> <p>Rising 3s: Listen and attend to group activities for longer periods. Express wants and needs to familiar adults and start to comment beyond the 'here and now' e.g. talking about something that has happened home. Pretend play: Engage in more extended pretend play in role play area or outside using some objects to represent other things. Recognise story props and costumes and engage with them in simple role play including people from different countries. Carry out longer small world pretend play sequences.</p> <p>PSED: All: Follow routines and respond to 'Reach the Stars' reward system, Class 1 'Golden Rules' and boundaries to regulate emotions and behaviours at an appropriate level for their age and stage. (See Curricular Goals). (+ continue 1decision EY programme). Develop age appropriate independence skills at lunchtime, snack time, in the bathroom and seek help when needed.</p> <p><u>Physical Development:</u> Reception: Change for PE independently and engage fully in PE lessons, continuing to develop skills. Engage in a wide range of physical play outdoors with skill and safety. Use mature tripod grip and form most letters recognisably. Nursery 3-4 year olds: Enjoy outdoor play and engage in familiar physical activities outdoors independently and try new physical</p>

<p>physical activities outdoors independently and try new physical challenges e.g. ball skills with support. Use modified tripod grip consistently, and write some letters of their name independently, copying the others. Use scissors effectively to follow straight lines when cutting and cut out simple shapes.</p> <p>Rising 3s: Engage in a range of physical activities outdoors with decreasing adult support. Use a variety of tools for mark making with digital grip. Roll playdough into balls and make snakes. Use loop scissors to snip along a line. Put own coat on with support to fasten it.</p> <p><u>Literacy:</u> Reception: Ask and answer complex questions about texts.</p> <div data-bbox="248 507 1021 798" style="border: 2px solid purple; padding: 10px; margin: 10px 0;"> <p><i>'The Pirates are Coming' 'Hooray for Fish,' 'On a Pirate Ship', 'The Treasure of Pirate Frank', 'Pirate Pete and his Smelly Feet' 'Night Pirates' 'Mr Seahorse,'  'Julian is a Mermaid,'  'Seaside Poems,' 'The Rainbow Fish' and 'My Little Book of Ocean Life' (Non-fiction)</i></p> </div> <p>Phonics: Continue consolidating RWI Set 2 and learning new RWI Set 3 Letter Sounds. Read all Phase 3 and some Phase 4 Red words. Writing: Write phonetically plausible sentences for a range of purposes which can be read by others with some correctly spelled irregular HFWs.</p> <p>Nursery 3-4 year olds: engage with whole class stories or non-fiction books and show understanding by answering who, what, and where, when and simple why and how questions or through pretend play, Phonics: spot pairs of rhyming words and continue a rhyming string. Identify objects or pictures from a small group by their initial sounds or by orally blending sounds. Start to identify initial sounds in words for others to guess in I spy games and begin to orally segment CVC words. Play sound lotto games. Tap out multi syllabic words or short phrases. Writing: Develop use of 'writing' in pretend play and write one or more letters from own name independently.</p> <p>Rising 3s: Enjoy sharing familiar stories in groups, fill in gaps with key words, and join in with repeated refrains. Begin to answer simple</p>	<p>challenges e.g. ball skills with support. Use modified tripod grip consistently, and write some letters of their name independently, copying the others. Use scissors effectively to follow straight lines when cutting and cut out simple shapes.</p> <p>Rising 3s: Engage in a range of physical activities outdoors with decreasing adult support. Use a variety of tools for mark making with digital grip. Roll playdough into balls and make snakes. Use loop scissors to snip along a line. Put own coat on with support to fasten it.</p> <p><u>Literacy:</u> Reception; Ask and answer complex questions about texts. NB: Watch a video of aeroplane take off to 'go' to each new country e.g. https://www.youtube.com/watch?v=jCKHj7RDYeE</p> <div data-bbox="1308 552 2080 1021" style="border: 2px solid purple; padding: 10px; margin: 10px 0;"> <p><i>(Dear Zoo -for 2 year olds link animals to different parts of the world) 'The Barefoot Books Children of the World' (non- fiction),  'What we Wear,' (non-fiction) 'Everybody says Shalom' (Israel)  Rosie's Walk' (USA). 'Handa's Surprise' (Kenya)  'The Great Race' (China),  'Les Couleurs d'Elmer' (France) 'The Story of Rama and Sita' (India)  'El Mundo' (Spain), The Naughty Bus (UK).</i></p> </div> <p>Phonics: Continue consolidating RWI Set 2 and learning new RWI Set 3 Letter Sounds. Read all Phase 3 and some Phase 4 Red words. Writing: Write phonetically plausible sentences for a range of purposes which can be read by others with some correctly spelled irregular HFWs.</p> <p>Nursery 3-4 year olds: engage with whole class stories or non-fiction books and show understanding by answering who, what, and where, when and simple why and how questions or through pretend play, Phonics: spot pairs of rhyming words and continue a rhyming string.</p>
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<p>who, what and where questions about familiar stories. Phonics: join in with a range of rhythmical activities, nursery rhymes and action songs and start to say or sing some independently.</p> <p><u>Maths:</u> Reception: White Rose: Phases: Complete 'To 20 and Beyond': Building numbers beyond 10, Counting patterns beyond 10, Spatial Reasoning (1) Match, Rotate & Manipulate, First, then Now: Adding More and Taking Away, Spatial Reasoning (2): Compose & Decompose; Find My Pattern: Doubling, Sharing & Grouping, Even & Odd, Spatial Reasoning (3) Visualise & Build, On the Move: Deepening Understanding, Patterns & Relationships, Spatial Reasoning (4) Mapping. Nursery 3-4 year olds; Count objects to 5 consistently and develop counting with one-to- one correspondence for up to 10 objects, Respond to 'how many altogether?' 'Make small same size sets of dissimilar items (up to 5 in a set) e.g. find 4 bears to go with 4 chairs. Count different things e.g. steps, hops, claps. Share up to 4 objects between 2 people fairly to count objects. Compare numbers up to 10 and talk about one more and one less. Consolidate recognition and naming of 2D shapes triangle, circle; square, rectangle. Complete simple jigsaws with up to 10 pieces. Rising 3s: Join in with familiar number rhymes and songs and recite number names to 5. Use numbers with the intention of counting objects (but not always in the right order or missing some). Build with different resources and complete an inset puzzle with at least 5 pieces independently. Talk about differences in sizes, heights and weights in everyday situations: big/small, heavy /light, tall or high Notice patterns in the environment and begin to share out objects to others (not necessarily equally). Match objects, shapes or colours and start recognise circles, squares and triangles. Stack 10 bricks.</p> <p><u>Expressive Arts & Design:</u> Reception: Techniques: Felting (working with textiles). Experimenting with water, paint, sand and salt. Large scale painting with brushes, spray bottles and splatter painting. Genres: Expressionism. Key Artists: Georgia O'Keefe (textiles), Maggie Hambling, Jessica Warboys and Jackson Pollack. Learn new action songs relating to topic. Construct, collage, paint</p>	<p>Identify objects or pictures from a small group by their initial sounds or by orally blending sounds. Start to identify initial sounds in words for others to guess in I spy games and begin to orally segment CVC words. Play sound lotto games. Tap out multi syllabic words or short phrases. Writing: Develop use of 'writing' in pretend play and write one or more letters from own name independently.</p> <p>Rising 3s: Enjoy sharing familiar stories in groups, fill in gaps with key words, and join in with repeated refrains. Begin to answer simple who, what and where questions about familiar stories. Phonics: join in with a range of rhythmical activities, nursery rhymes and action songs and start to say or sing some independently.</p> <p><u>Maths:</u> Reception: White Rose: Phases: Complete 'To 20 and Beyond': Building numbers beyond 10, Counting patterns beyond 10, Spatial Reasoning (1) Match, Rotate & Manipulate, First, then Now: Adding More and Taking Away, Spatial Reasoning (2): Compose & Decompose; Find My Pattern: Doubling, Sharing & Grouping, Even & Odd, Spatial Reasoning (3) Visualise & Build, On the Move: Deepening Understanding, Patterns & Relationships, Spatial Reasoning (4) Mapping. Nursery 3-4 year olds; Count objects to 5 consistently and develop counting with one-to- one correspondence for up to 10 objects, Respond to 'how many altogether?' 'Make small same size sets of dissimilar items (up to 5 in a set) e.g. find 4 bears to go with 4 chairs. Count different things e.g. steps, hops, claps. Share up to 4 objects between 2 people fairly to count objects. Compare numbers up to 10 and talk about one more and one less. Consolidate recognition and naming of 2D shapes triangle, circle; square, rectangle. Complete simple jigsaws with up to 10 pieces. Rising 3s: Join in with familiar number rhymes and songs and recite number names to 5. Use numbers with the intention of counting objects (but not always in the right order or missing some). Build with different resources and complete an inset puzzle with at least 5 pieces independently. Talk about differences in sizes, heights and weights in everyday situations: big/small, heavy /light, tall or high Notice patterns in the environment and begin to share out objects to others (not necessarily equally). Match objects, shapes or colours and start recognise circles, squares and triangles. Stack 10 bricks.</p>
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<p>and draw things relating to the pirate and seaside topic. Make pirate maps to show where to find buried treasure. Learn some action songs for a small performance.</p> <p>Music: Charanga; Unit 5 'Big Bear Funk': Unit 6: Reflect, Rewind, & Replay.</p> <p>Nursery 3-4 year olds; As Reception with support when necessary. Engage in pretend play with others using objects to represent other objects and complex small world play. Listen attentively to sounds or music and respond to what they hear expressing their thoughts and feelings. Sing entire songs, copying the melodic shape, play instruments and start to create their own songs or music. Choose from different materials and textures to create own ideas, joining them together independently. Draw shapes to represent objects and faces with features, showing different emotions in their drawings.</p> <p>Risings 3s: Engage in a range of sensory and creative play. Join in with songs, action rhymes, dances or musical activities Engage in a range of sensory and creative play. Join in with songs, action rhymes, dances or musical activities Engage in simple pretend play sequences using realistic objects and other materials to represent their ideas. Enjoy taking part in action songs and move, dance or play instruments in response to music. Use imagination to model or combine different materials e.g. playdough, junk modelling, Duplo. Express ideas or feelings through mark making with different media.</p> <p><u>Understanding the World:</u> Learn about and compare different animals and plants found under the sea using non-fiction texts and the internet and compare with those who live on land, also learn about seaside safety and the work of the RNLI</p> <p><u>RE:</u> Reception: Diocesan Syllabus: F6 Which stories are special and why?</p>	<p><u>Expressive Arts & Design:</u> Reception: Techniques: Weaving (inspired by African cloth and baskets). Tie Die, sculpting clay or playdough faces. Blow painting. Participate in adult directed activities e.g. make flags from different countries, design Chinese characters, create Indian Rangoli patterns, or Picasso style portraits. Make a Star of David, Menorah, or a model of the Eiffel Tower or Empire State Building. Learn action songs from different countries for a small end of year performance. Music: Charanga; Unit 5 'Big Bear Funk': Unit 6: Reflect, Rewind, & Replay.</p> <p>Nursery 3-4 year olds; As Reception with support when necessary. Engage in pretend play with others using objects to represent other objects and complex small world play. Listen attentively to sounds or music and respond to what they hear expressing their thoughts and feelings. Sing entire songs, copying the melodic shape, play instruments and start to create their own songs or music. Choose from different materials and textures to create own ideas, joining them together independently. Draw shapes to represent objects and faces with features, showing different emotions in their drawings.</p> <p>Risings 3s: Engage in a range of sensory and creative play. Join in with songs, action rhymes, dances or musical activities Engage in simple pretend play sequences using realistic objects and other materials to represent their ideas. Enjoy taking part in action songs and move, dance or play instruments in response to music. Use imagination to model or combine different materials e.g. playdough, junk modelling, Duplo. Express ideas or feelings through mark making with different media.</p> <p><u>Understanding the World:</u> Reception: Look at maps and globes to locate countries we are learning about. Make passports and each week experience foods, games, music, costumes etc. from the different countries we are learning about, stamping passports each 'visit'. Talk about similarities and differences between different people and countries, including weather and the UK. Plot our route around the countries on a simple global map, Nursery 3-4 Year olds: Notice and show respect for differences between people and families. Know that there are different countries and different environments in the world.</p>
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	<p><u>Topic vocabulary: Summer 1 & 2 Pirates & The Sea</u></p> <p>summer story, poem, fiction information book, non-fiction fish, crab, lobster, starfish, dolphin, whale, octopus, shark, seahorse hammerhead shark, swordfish, puffer fish, shellfish, shells, jelly fish, anemone, coral, seaweed, tentacles, suckers, claws, teeth, jaws, gills, fins, sea creatures warm, cold (water) stripy, spotty, then fat, flat, whirly, twirly, twin, thin, smelly, wobbly, size, centimetres, metres sea, ocean, underwater, waves, tides, beach, sand, shore, harbour, port life guards, lifeboats, rescue, save, water safety boat, ship, submarine, sails, rigging, anchor, crow's nest pirates, ahoy, aboard, captain, shipmate, crew treasure, gold, doubloons, jewels, map, eye patch, telescope, parrot, peg leg, island, cannon, cabin, deck row, sail, climb, escape, chase, find, dig, swim, drown, mermaid, boy, girl same, different</p>	<p>Rising 3's: Make connections between features of own family and other families. Notice differences between individual people and different environments.</p> <p><u>RE:</u> Reception: Diocesan Syllabus: F6 Who Are Jewish people and how do they live?</p> <p><u>Topic vocabulary: Summer 1 & 2 All Around the World: What is it like in other countries?</u></p> <p>summer world, country, globe, map continent, Europe, Africa, Asia, North America, South America UK, British, USA, American, Israel, Israeli India, Indian France, French, Spain, Spanish, Kenya, Kenyan, China, Chinese. same, different Shalom, Jewish Rama, Sita, Hanuman, Ravana, Hindu passport, stamp travel, aeroplane, boat, train, bus, car, fly, drive + Vocabulary related to specific countries and texts. monkey, giraffe, lion, snake, camel, elephant, puppy, big, scary, fierce, naughty, tall, grumpy just right, surprise zoo, wild ostrich, zebra, elephant, monkey, giraffe, antelope, parrot fruit, banana, guava, orange, mango, pineapple, avocado, passion fruit, tangerines soft, yellow, sweet smelling, round, juicy, ripe, red, spiky leaved, purple lost, found, naughty bus, driver, London, hook, winch, beans, egg, chips, passengers, people, buildings, traffic, bus stop, roads, drive, crash, bump, fall, dirty, wash, brush teeth, sleep, imagine, pretend, mess, leave, forget, rescue, save, wait, hold tight close, closer, powerful, important, handsome, silliest, alone, cosy, tall outside, inside pond, reflection, garden</p>
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