

Vocabulary from stories

Bridge, troll, big, medium, small, trip trap, over, under, light, dark, shadows

Communication and Language/Literacy

Listen to simple stories and understand what is happening, with the help of the pictures

Words left out at the end of a rhyming sentence for the children to fill

Joins in with repeated refrains from familiar books

Celebrations, stories and rhyme time!

Learning new rhymes and predicting rhyme in well-known books – story time. Highlighting alliteration in books

Continuing with body percussion and environmental sounds

Phase 1 phonics

Continue to explore and talk about feelings – begin to name their own and how others are feeling

Show more confidence in new social situations

PSED

Beginning to be interested in one another's play

Continue to respond to Pre – School Golden Rules and the routines

Play circle games in the hall that require teamwork and co-operation e.g. Parachute, duck duck goose

EAD

Exploring paint with different tools – fir cones, feathers, brushes, cars

Putting music to/acting out stories

Develop self-care skills
Expect children to try and put on their own coat, use a toilet.

Practise on bikes and scooters

Physical

Playdough tools, water and sand tools, scooping, patting, pouring

Conker rolling, cars through paints, paint rollers etc

Holding scissor in one hand, making snips

Continue to learn number names through songs and counting for the register, children in a line.

1,2,3 characters in many of the traditional tales

Maths

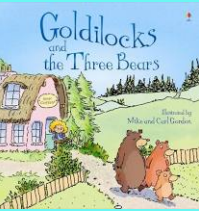
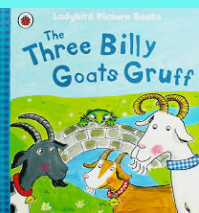
Compare different sizes eg big, small, medium.

Investigating shadows

Understanding the world

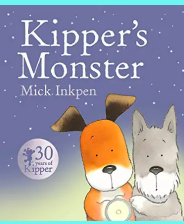
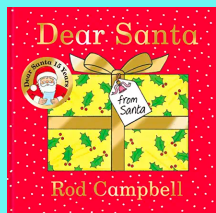
Learn about the changes that happen through Autumn

Learn about the different Festivals celebrated
Diwali, Bonfire night, Christmas



Vocabulary

Autumn, seasons, changes, winter, trees, leaves, festivals, celebrations, Diwali, Bonfire, birthday, fireworks, Christmas, nativity



Vocabulary

Hibernate,
Nocturnal,
Seasons,
Melt,
Winter, jungle,
rainforest, Africa,
named animals

Using a wider
range of
vocabulary

Exploring and
comparing fiction
and non-fiction
books

Communication, language and literacy

Beginning to
understand two-
part instructions

Listening to longer
stories and
remember much of
what's happened,
talking about it.

Understand the 5
concepts about print,
reading from left to
right and caring for
books appropriately

Children to put on
own coat and begin
to have a go at zips
and putting shoes
on

Creating their
own obstacle
courses outside

Use pegs,
tweezers,
threading tools,
brushes large and
small

Physical

Using different
scissors to cut
with greater
control

Explore
simple
patterns

Sorting
animals by
pattern/size

Maths

Include
numbers
in provision
labels

Make
comparisons
of size, weight
and length

Listening to
animal sounds
you might hear
in the woods, on
farms, in the
jungle

Phase 1 phonics

Body
percussion
and animal
sounds

Amazing Animals! (Winter/Day&Night)

Comparing what it
is like in different
countries to us in
Tewkesbury –
explore on a globe

Naming
animals and
exploring their
habitats.

Science –
Ice melting
How do
animals keep
warm in
Winter

Looking at
the changes
from Autumn
to winter

Understanding the World

Finding out about
other countries in
the world – how
do other's live -
'Handa's Surprise'

Creating bird
feeders (link
to kindness
week)

Learning
about
hibernation
and nocturnal
animals

PSED

Increasingly
follow rules and
understand why
they are
important

Develop their sense of
responsibility through
small jobs e.g putting
cups out for snack

Continue to
develop friendships
and begin to
explore how to
solve conflicts

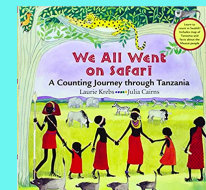
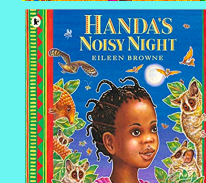
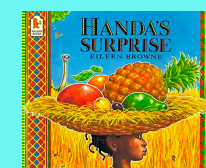
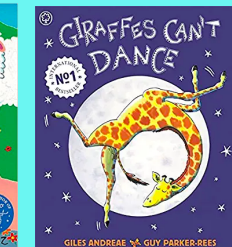
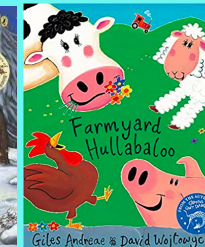
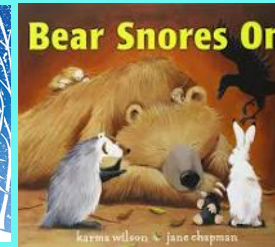
EAD

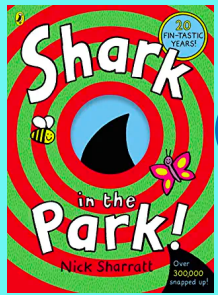
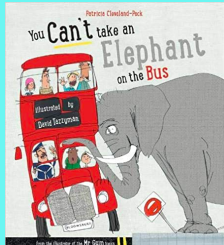
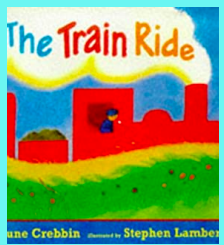
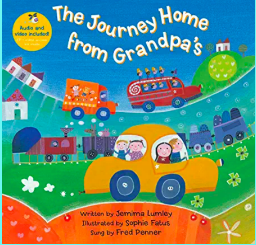
Winter collage
with different
textures

Icing sugar
painting

Explore
animal
patterns and
textures

Playdough /
Saltdough
hedgehogs





Vocabulary
Transport, vehicles,
journey, maps, wood,
river, The Abbey,
church, under, over,
through, tracks, road,
wheels, push, pull,
float, sink, bend,
snap, stretch

Making purposeful
marks – have plenty of
paper and mark
making tools available

Beginning to eat
with a knife and
fork, attempting to
cut their own food

Continue to develop
movement,
balancing, riding and ball
skills

Physical

Developing
communication with
others responding to
what others say

Understand
'Why' and 'How'
questions

Communication and Language and Literacy

Sing a large
repertoire of songs
and know many
rhymes

Deeper
understanding of
stories, engaging in
conversations about
the story.

Rhyme and rhythm in
books like We're Going on
a Bear Hunt and The
Journey Home from
Grandpa's

Body percussion,
adding 'music' and
sound to stories
and rhymes.

Phase 1 phonics

Explore
alliteration

Leave the carpet if
your name starts
with a sound

Rhyming
words

Develop Emotional
literacy – feelings of
jealousy, embarrassment
through 'Giraffes can't
dance'

PSED

On the Move

Exploring how
things work and
move –
beebots, toys
with moving
mechanisms

Exploring
maps and
beginning to
find key
features on
maps

Understanding the world

Explore different forces
and talk about what they
can feel eg using
movement with cars,
magnets and explore
boats

Make
comparisons of
size, weight and
length

Maths

Looking at 2D
shapes and making
other shapes from
putting others
together (creating
shape pictures)

Positional language
linked to stories and
using beebot.

EAD

Making vehicles
using junk
modelling,
Making boats,
deciding what
would be good
materials to use

Exploring
tracks in paint
– what
patterns and
marks can
they make?

Using different textures
and medias to create
collages of familiar
stories and their 'world'
(town)





Down in the Garden

Literacy and communication and Literacy

Begin to talk about the different parts of the flower and their role.

Sequencing pictures – how to grow a plant

Understanding stories at a greater depth – making predictions or creating different endings

Use longer sentences and be able to express a point of view.

Robotic speech/ tapping out syllables

Phase 1 phonics

Begin to orally blend cvc words when the opportunity arises, can the chn hear the word?

Alliteration – use their name cards to highlight alliteration

PSED

Begin to manage their own conflicts in an appropriate way

Playing cooperatively, responding to what others are saying and doing

Start taking part in group activities that they make up themselves

Understanding the world

Hands on exploration and exploring the world around them.

Changing seasons

Learn What a plant needs to grow

Begin to make sense of their own life-story and family's history in terms of growth.

Learn to respect and care for minibeasts and living things-plants

Lifecycle of a plant/frog

Observational drawings/paintings of flowers/bugs

EAD

Use different instruments to express their feelings and ideas

Maths

Understanding the passage of time and growth

Comparing size, planting flowers and watch them get taller (measure them)

Matching quantity to numeral, introduce the term 'one more than'

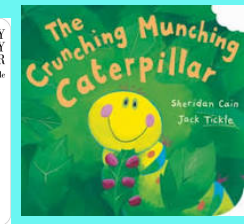
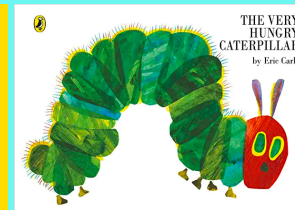
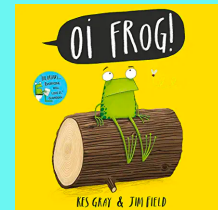
Using water colours

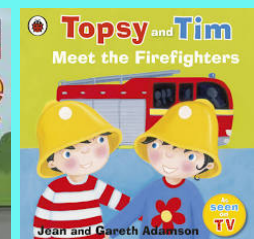
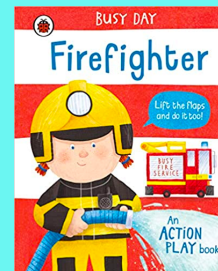
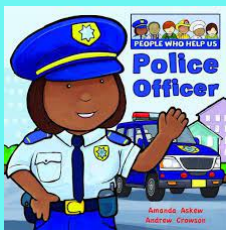
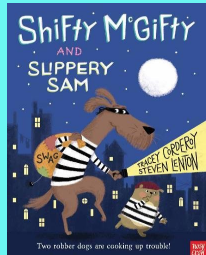
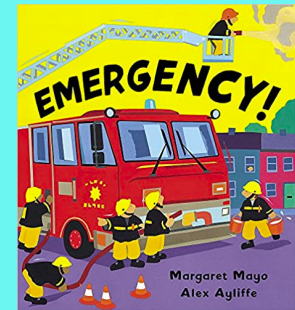
Fruit printing

Holding pencils with tripod grip, putting meaning to their marks

Weaving techniques

Sorting by insect type/ number of legs/wings or no wings





Vocabulary
Community
Emergency
Police
Fire fighters
Paramedics
Vets
Dentist
Healthy

Use the new vocabulary they've learnt over time in the right context, when re-visiting a book or theme can they remember knowledge learnt?

Communication
and Language
and Literacy

Use talk to organise
themselves and
their play

Use more
complex
sentences to link
their thoughts

Talk about the
different places in
Tewkesbury that
they go to. Talk
about photographs
or pictures

Learning
graphemes/
phonemes in
name

Lots of initial
sound/ oral
blending
games

Phase 1
Phonics

PSED

Managing conflicts
independently, in
an appropriate
manner

Visits to reception class
/school areas to
familiarise them with
their new
classroom/school

Address any worries
they might have
about moving to
reception/school

Learn how we can help in
the world - care for the
world litter, care for
others – helping our
friends

People who help
us
(transition to
school)

Using a variety of tools
on offer and using with
control paintbrushes,
scissors, tweezers, hole
punch

Physical

Tracing name cards
and some writing
name independently,
using correct letter
formation

Oral hygiene –
how do we look
after our teeth?

Separating
numbers to 5
into two groups

Maths

Counting in
sequence to 5
then 10 and
beyond

Explore different
colours and how
these can show their
emotions in their
drawings and
paintings

EAD

Listen to music and
respond to how it
makes them feel

Developing scissor
control using them
confidently

Understanding
the World

Be interested in and
talk about different
occupations, talk about
what their parents do
for jobs.

Continue developing
positive attitudes and
welcome visits from
different job roles in the
community

