

	Module One	Module Two	Module Three	Module Four	Module Five	Module Six
<b>Transdisciplinary Theme</b>	<b>Who we are</b>	<b>Who we are</b>	<b>How we express ourselves</b>	<b>How we express ourselves</b>	<b>Sharing the planet</b>	<b>Sharing the planet</b>
<b>Wow! Moments/ Enrichment Events</b>	Autumn Trail Remembrance Day Harvest Time Birthdays Favourite Songs Talent show Roald Dahl Day Halloween What do I want to be when I grow up? Video for parents.	Guy Fawkes / Bonfire Night Christmas Time / Nativity Diwali Hanukkah Black History Month Remembrance day Road Safety Stories by the Fireside World Space Week Children in Need Anti- Bullying Week	Chinese New Year LENT Story Telling Week Mental health week Valentine's Day Internet Safety Day Weather experiments Weather Forecast videos	Easter time Nature Scavenger Hunt Mother's Day Science Week Easter Egg Hunt teddy bears picnic	Start of Ramadan Eid D-Day Farm trip/zoo/zoob Queens birthday	Visit to the beach Under the Sea – singing songs and sea shanties Father's Day Healthy Eating Week World Environment Day Anniversary of the NHS Pirate Day Ice – Cream at the park
<b>Communication and Language-Whole Nursery Focus – C&amp;L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions, Pie Corbett T4W actions, EYFS productions, assemblies and weekly interventions.</b>  Daily story time	Baseline speaking, listening and understanding. Introduce basic nursery rhymes, songs and daily hello song. In small groups children will learn to talk about themselves including, their likes and dislikes and families in simple sentences with clarity and intonation. They will also learn to listen to others and answer who, what, where' in simple questions Children will learn to respond to simple instructions e.g. to get or put away an object.	Children will be encouraged to use more complex sentences when sharing ideas, thoughts and feelings when speaking one to one or in small groups. Learning new words rapidly for example 'shiny' and 'dull' and using them when communicating, To learn to use a range of tenses. Children will learn to join in with repeated refrains and anticipate key events and phrases in rhymes and stories.	Continue programme of rhymes and songs, introducing new, more modern or challenging rhymes. Small group sessions with focus on listening games Children will be encouraged to use more complex sentences using 'and' and 'because' to help them link thoughts and ideas. They will learn to connect their ideas, explaining what is happening and anticipate what might happen next. Children will develop the ability to listen to stories with increasing attention and recall and retell events in the correct order, to understand 'how' and 'why' questions.	Continue programme of rhymes and songs, introducing new, more modern or challenging rhymes. Small group sessions with focus on listening games will continue to be encouraged to use more complex sentences using 'and' and 'because' to help them link thoughts and ideas. They will learn to connect their ideas, explaining what is happening and anticipate what might happen next. Children will develop the ability to listen to stories with increasing attention and recall.	Further extend programme of rhymes and songs to include ring games and lengthier songs. Small group focus on asking questions. Children will learn to respond to instructions involving a two part sequence, listen and respond to ideas expressed by others in conversation or discussion. They will learn to ask questions to help further their understanding and learning	Further extend programme of rhymes and songs to include ring games and lengthier songs. Small group focus on asking questions. Children will learn to maintain attention and sit quietly during appropriate activities, use complex sentences with intonation, good use of tenses and an increasing breadth of language. They will listen and respond to the ideas expressed by others in conversation or discussion.
<b>Personal social and emotional development- Managing Self – Regulation Link to Behaviour for Learning</b>	Meet & Greets Children will be encouraged to seek out others to share experiences with so that children can form special friendships. They will be encouraged to express their preferences and interests. They will also be encouraged to express their own feelings such as sad, happy, cross, scared, worried and respond to the feelings and wishes of others. Stay & Plays Baseline self confidence, making relationships and ability to manage feelings. Settling in and separating from caregivers Learning routines Making new friends Following our expectations	Continue settling in, Learning routine, Making new friends, Following our expectations Gaining confidence in new situations (Christmascelebrations) Christmas Production Children will be encouraged to; demonstrate friendly behaviour, initiating conversation and forming good relationships with peers and adults, to begin to accept the needs of others and can turn take and share resources	Resolving friendship troubles Sharing and turn taking Gaining confidence in new situations Children will learn to become good at sharing and turn taking and show a developing ability to tolerate delay adapting behaviour to different events and social situations. Children will learn how to initiate play and to keep play going by responding to what others are saying and doing	Resolving friendship troubles Sharing and turn taking Gaining confidence in new situations (Reception and Easter assemblies) Children will continue to develop their friendships learning to become good at sharing and turn taking without adult support and show an ability to tolerate delay. Children will learn to be able to initiate play and to keep play going by responding to what others are saying and doing.	Becoming independent Celebrating our achievements Expressing our own opinions Children will learn to play in a group, extending and elaborating play ideas, e.g. building up a role play activity with other children showing confidence in speaking to others about their own needs, wants and interests. Children will also learn that their own actions affect others.	Taking part in sports day - Winning and losing Becoming independent and positive about change Transition to school via shared activities with Reception Celebrating our achievements Expressing our own opinions Gaining confidence in new situations (Fathers day). Children will learn to negotiate and solve problems without aggression and begin to take steps to resolve conflicts
<b>Physical Development Gross Motor and Fine motor</b> Daily opportunities for Fine Motor Activities	Spatial awareness games -moving freely with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding & hopping. Learning to successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. To learn to put their coats on independently. Shows control in holding and using jugs to pour, hammers, books and markmaking tools. Beginning to use three fingers (tripod grip) to hold writing tools. Imitates drawing simple shapes, such as circles and lines.	Learning to sit and stand up and balance on various parts of the body. Demonstrate the control necessary to hold a shape or fixed position. Learning to jump off an object and land appropriately. Showing ability and skill in negotiating space successfully. Beginning to use three fingers (tripod grip) to hold writing tools. Imitates drawing simple shapes, such as circles and lines.	Dance – moving freely with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding & hopping. Learning to hold the pencil between thumb and fingers through lots of fine motor activities and mark making practise. Starting to copy the initial sound of their name.	Parachute games – learning to work together and share tasks, including those which involve accepting rules,moving freely with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding & hopping. Learning to hold the pencil correctly with good control through practice and lots of fine motor activities.. Shows a preference for a dominant hand. Can copy some letters, e.g. letters from their name.	Ball skills – to develop their ability to throw, catch and kick a large ball. To develop an increasing skill and ability at controlling a ball. Learning to hold the pencil near the point between the first two fingers and thumb using it with good control. To start writing their name Using the climbing outdoor equipment children will travel with confidence and skill around, under, over and through balancing and climbing equipment.	Sports day games - to be able to negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. Understanding the need to play safely when tackling new challenges, and considers and manages some risks Continuing to develop their ability to write their name holding mark making tools correctly with good control.
<b>Literacy- Word Reading</b>	Learning to enjoy books and having some favourite stories, songs and rhymes. Learning to fill in the missing words/phrases in a known rhyme	Learning to hold books the correct way, turning one page at a time and handling them with care. Listening to and joining in with stories one on one and also in small groups	To listen to stories with increasing attention and recall and joining in with repeated refrains, starting to hear the initial sounds of words	To listen to stories with increasing attention and recall and joining in with repeated refrains. Learning to describe the main characters and events in a story	Phonic Sounds: phonics international nursery program.Learning to continue a rhyming string, developing their ability to hear the initial sounds of words. Developing the ability to recognise their own name and other advertising logos.	Phonic Sounds: phonics international nursery program- RECAP/ consolidate Learning to link sounds to letters, naming and sounding the letters of the alphabet. HA to learn to segment the sounds in simple words and blend them together and know what each letter represents End of term assessments Transition work with Reception staff
<b>Literacy-Writing</b> Texts may change due to children's interests	<b>Texts as a Stimulus: Elmer the elephant</b> Nursery Rhymes Mark making their families and themselves, distinguishing between the different marks they make, ascribing meaning to their marks	<b>Texts as a Stimulus: rainbow fish, elmer, hair love</b> Mark making fireworks, mark making in the glitter, distinguishing between the different marks they make, ascribing meaning to their marks	<b>Text as a stimulus: Giraffe cant dance</b> Ascribing meaning to marks as they draw and paint (snowflakes, snowmen, wintry pictures), starting to ascribe meaning to marks that they see in different places, Beginning to form recognisable letters for their name	<b>Texts as a Stimulus:</b> Beginning to form recognisable letters for their name for example when writing in Mother's day and Easter cards and beginning to hear the initial sounds in words, ascribing meaning to their drawings	<b>Texts as a Stimulus:</b> Beginning to write their names writing some clearly identifiable letters to communicate meaning ascribing meaning to their drawings of chicks, eggs etc	<b>Texts as a Stimulus:</b> to begin to use clearly identifiable letters to communicate meaning ie M for Mum and D for dad, to their own name and HA to begin to write other simple CVC words,
<b>Maths</b>	Baseline number skills and shape, space and measure skills Basic counting skills reinforced via counting to 10 at tidy up time Colours recognising and naming Sorting in a range of ways and discussing sorting rules	Basic counting skills reinforced via counting to 10 at tidy up time Patterns Size – large/big and little/small Counting principles Comparing amounts of objects – more/fewer	Basic counting skills reinforced via counting to 10 at tidy up time Numbers 1-3 Exploring and understanding Number Numerals in the environment Counting regular and irregularly arranged objects	Counting skills reinforced via counting to 20 at tidy up time Numbers 4-5 Exploring and understanding Number Numerals in the environment Counting regular and irregularly arranged objects	Counting skills extended via counting to 20 at tidy up time Shapes (2D and properties) My day – ordering events of the day Length and height (long/tall/short) substitising to 3	Counting skills extended via counting to 20 at tidy up time Weight (light, heavy and comparison) Capacity (Full, half full, empty and comparison) Positional language (in, on, under, in front, behind, on top etc.) Substitising up to 5
<b>Understanding the World and RE</b> children to develop a positive sense of themselves and others and learn how to form positive and respectful relationships.  They will begin to understand and value the differences of individuals and groups within their own community.  Children will have opportunity to develop their emerging moral and cultural awareness	Birthdays – talking about how and why we celebrate them. Sharing experiences, bringing in photos and reading books linked to birthday celebrations. To learn that they have similarities and differences that connect them to and distinguish them from one another – looking at pictures of themselves and painting each other talking about what is different.	The Christmas story – looking at, acting out, reading the Nativity and having a good understanding of the Christmas story. Children will share their Christmas experiences - remembering and talking about significant events in their own experiences. Poppy Day –learning about why wecelebrate 'Remembrance Day'. Diwali – learning about the Hindu festival of light. Where I live – learning about our local environment.	To develop an understanding of growth and changes over time (baby, toddler, infant, teenager, grown up) and talk about our basic needs. Chinese New year – looking at why and how people celebrate this festival. Children will have the opportunity to learn about different cultures and traditions.	Easter- sharing our Easter experiences, talking about how we celebrate and learning why we get eggs. Link to new life. To recognise and describe special events for family and friends. To show an interest in the lives of people who are familiar to them.	Eid British values – learning about London landmarks. Focusing on the Queen and her palace.(link to jubilee) Talking about seasonal changes, going on a seasonal walk growing vegetables and flowers recycling	Sharing children's holiday experiences, bringing in photos to share. Talking about how we keep ourselves safe in the sunshine – sun-cream, hats etc. The seaside and holidays – how do we get on holiday? What transport do we use? What activities do we do? litter and sealife (Pollution)

<p><b>Expressive arts and design</b>  Painting, 3D modelling, messy play, collage, cutting, drama, role play, threading, moving to music, clay sculptures, following music patterns with instruments, singing songs linked to topics, making instruments, percussion.</p> <p>Children to produce a piece of art work each half term to be displayed for 'Celebration wall' for school / parents to show how drawings have developed - lots of links to Fine Motor Skills. Children to explain their work to others. Children will have opportunities to learn and perform songs, nursery rhymes and poetry linked to their work / interests and passions.</p>	<p>Making self-portraits with paint, colour mixing paints, transient art faces, drawing faces with recognisable features. Making Autumn clay hedgehogs, making houses out of different construction materials encouraging children to construct blocks stacking them vertically and horizontally, making enclosures and creating spaces. Daily Wake up and Shake up and song sessions. To create sounds by banging, shaking and tapping or blowing, learning to show an interest in the way musical instruments sound.</p> <p>Art skills focus – Drawing (pencil, charcoal, chalk, pastels, ICT software) Use a variety of mark making tools. Explore different textures. Role play linking to childrens interests</p>	<p>making Christmas cards, using chalks and scratch art to make Firework pictures and rockets. Making rangoli and mehndi patterns o move rhythmically and imitate movement in response to music and learn a number of familiar songs to sing along to. Listening to traditional Hindu music.</p> <p>Nativity songs</p> <p>Art skills focus – Colour (painting, ink, dye, textiles, pencils, crayon, pastels) Paint mixing station – experimenting with primary colours. Learning the names of and using tools</p> <p>Role play linking to childrens interests</p>	<p>Making various snow and ice crafts such as snowflakes. Using a variety of different tools and techniques. developing their cutting, colour mixing and drawing skills.</p> <p>Making wintry music – learning the names of different instruments and exploring the sounds they make discriminate between loud and quiet sounds, sorting instruments and copying a simple repeated rhyme</p> <p>Art skills focus – Texture (textiles, clay, sand, plaster, stone) Handling, manipulating and enjoying using materials Sensory experience Simple collages Simple weaving</p> <p>Role play linking to childrens interests</p>	<p>Easter songs</p> <p>Role play linking to childrens interests Various imaginative stimuli according to childrens interests modelling-3D construction</p> <p>Art skills focus – Form (3D models, clay, model magic, paper mache sculpture) Constructing/building Shape and model</p>	<p>Role play linking to childrens interests Various imaginative stimuli according to childrens interests</p> <p>Encourage accurate drawings of people</p> <p>Art skills focus – Printing (fruit and veg, press print, string, wheeled toys, sponge, materials) Rubbings</p> <p>Print with a variety of objects</p>	<p>Fathers Day songs  Graduation songs  Role play linking to childrens interests</p> <p>Art skills focus – Pattern (paint, pencil, textiles, printing)  Repeating patterns  Rubbings  Simple symmetry</p>
<p><b>Parent engagement</b></p>	<p>Staggered Start  Home visits /</p>	<p>Nativity  Parents Evening  Book at Bedtime</p>	<p>Share a story  Stay and Read morning</p>	<p>Parents Evening  Art workshop / Gallery  Share a story</p>	<p>Share a story  Maths Morning – Look how far we have come!</p>	<p>Share a story  Parents Evening  EYFS Summer family Picnic</p>