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| **Date and Focus** | **Literacy: Reading and Writing** | **Vocabulary** | **Communication and language.** | **Understanding of the**  **World** | **Drawing club Vocabulary** | **Rhyme/ song** |
| W/b:  5/9/23  Settling in /Baseline | Encourage children to explore the writing area to mark make.  Explore the reading corner. Model how to put books away. | **Me**  **Myself**  **I** | Circle time introductions.  Hello song.  Sing Nursery rhymes and number songs. | Children to draw a picture of themselves. |  | 5 little ducks |
| W/b:  11/9/23  Settling in /Baseline | Children to use name cards to practice writing their names.  Read tray /peg labels. Put name cards in tray. Select books from reading area to take home. | **Family Sibling**  **Mum**  **Dad Grandma Grandad Nanny**  **Family tree Baby**  **Adult**  **Teenager Toddler** | Circle time: encourage children to talk about their families. | Children to look at and talk about photos of their families. | Pirate Pete Nick Sharrat  **Peer**  **Adventuring**  **Polka Dot**  **Cutlass**  **Voyage**  **Ocean**  **Navigate**  **directions** | Row, row, row your boat |
| W/b:  18/9/23  We’ve all got belly buttons | Read We’ve all got Bellybuttons! After 2nd reading encourage children to join in with story.  Make class book based on story. | **hands**  **feet**  **arms**  **legs**  **body**  **neck** | Children to name different parts of their body. Introduce new vocabulary.  What else can we do with our ears, hands feet?  Children bring in photos of their family. Look at photos and talk about family. UW | Name different body parts. | Super Worm Julia Donaldson  **Zooming**  **Superhuman**  **Timid**  **Heroic**  **Calamity**  **Wriggling**  **Indestructible**  **Alter** | Head,  Shoulders knees and toes |
| W/b:  25/9/23  Colour Monster | Read: The Colour Monster. | **Happy**  **Sad**  **Angry**  **Calm**  **Lonely Emotions**  **Fair**  **Confused**  **Upset**  **Frustrated**  **Worried** | Discuss how you are feeling with a partner. |  | The Colour Monster Anna Llenas  **Anxious**  **Annoyed**  **Peaceful**  **Scared** | If you are happy and you know it…. |
| W/b:  2/10/23  Brown Bear Brown Bear | Exploring what we can see.  I can see…  Make class book | **See**  **Sight**  **Eyes**  **Vision** | Have a selection of interesting objects for the children to look at.  Encourage the children to describe what they see using adjectives. | Black History month. Learn about Mae Jemison. | 100 Decker bus Mike Smith  Plops  **Splish Splash**  **Flump Plump**  **Rat a tat tat**  **Pliperty Plop**  **Kersplash**  **Plap plat**  **Pling**  **Consistency** | 5 currant buns |
| W/b:  9/10/23  Once there were Giants  Martin Waddell | Label a time line of when they were a baby, toddler and now. | **Baby Toddler Family Sibling Mum Dad Grandma Grandad Nanny**  **Family tree Baby Grown up Teenager Toddler**  **Timeline** | Children to talk about what they could do when they were babies and what they can do now. | Make a timeline of children’s life.  Visit with baby and parents. | Are the Dinosaurs dead dad? Julia Donaldson  **Ferocious**  **Disbelief**  **Intrigue**  **Terrified**  **Ginormous**  **Extinct**  **Herbivore**  **Carnivore** | Ten tall fingers |
| W/b: 16-10-23 | Not Now Bernard David McKee | **Gobble**  **Destroy**  **Ignore**  **Fierce some**  **Chomp**  **Leak**  **Splatter**  **Astonished** | Talk about Bernard’s mum and dad. Why did they keep saying ‘Not now Bernard?’ How would that make you feel? |  | Not Now Bernard David McKee Gobble  **Gobble**  **Destroy**  **Ignore**  **Fierce some**  **Chomp**  **Leak**  **Splatter**  **Astonished** | I went to the animal fair |
| W/b:  30/10/23  Pumpkin Soup | Write Pumpkin soup recipes.  Draw maps of squirrel’s and cat’s journey back home to duck.  Use orange pens/felts to draw pumpkins.  Play silly soup. Find cvc words. | **Pumpkin**  **Knife**  **Cut**  **Seeds**  **Soup**  **Stir** | Set up small world. Children to retell the story using props.  Make pumpkin soup. Encourage children to talk about how they made the soup. | Learn about pumpkins. Draw observational pictures of pumpkins.  Make pumpkin soup. How did we make the soup/ what happened to the pumpkin? | Meg and Mog Helen Nicoll/Jan Pienkowski  **Concoction**  **Transformation**  **Sprinkling**  **Trudging**  **Clamber**  **Permanent**  **Explosive**  **Untoward** | Incy wincy spider. |
| W/b:  6/11/23  Autumn | Write labels for items found on signs of Autumn walk.  Match labels to objects, | **Autumn Seasons Change Dark Colours of leaves** | Go on an Autumn hunt to collect signs of Autumn to talk about later. Talk about what happens in Autumn. | Explore the natural world around them. Draw pictures of leaves collected. Make collages.  Remembrance Day. 11/11/23 Learn about why we mark.  Remembrance day. | A Dark, dark tale Ruth Brown  **Dreary**  **Isolated**  **Pitch black**  **Shocked**  **Terrified**  **Shining**  **Forlorn**  **Misty** | Autumn leaves are falling down |
| W/b:  13/11/23  Nursery Rhyme week | Look at a different rhyme  Use props to role play the rhymes.  Make up own version of Twinkle Twinkle Little Star |  | Encourage the children to say/sing the rhymes. Send words home | Learn about Judaism. Participate in Judaism workshop. | Little Rabbit Foo Foo Michael Rosen  **Accelerating**  **Disapprove**  **Warning**  **Striking**  **Gather**  **Disregard**  **Metamorphosis**  **Comeuppence** | A variety of Nursery rhymes. |
| W/b:  20/11/23  Rosie’s walk | After reading story, adult to draw map of the walk Rosie went on.  Go on walk around Durants Road.  Read street sign. Name of school and any other environmental print seen on walk.  Draw map of walk and label. | **under**  **over**  **through**  **past**  **next to** | Use props to make Rosie’s walk outside. Use vocab to describe walk. | Draw map of walk and label. | Rosie’s walk Pat Hutchins  **Creeping**  **Oblivious**  **Soaking**  **Immersed**  **Covered**  **Vaulting**  **Clatter**  **Scarper** | 1,2 buckle my shoe |
| W/b:  27/11/23  People who  help us.  Visit from Fire Service | Write an invitation to the Fire person. Make a class book about the visit. | Fire engine  Hose  Ladder  Emergency | Children given opportunities to talk about people who are familiar to them such as the police, doctors. Arrange a visit to the class. Think of questions to ask the visitor. | Learn about the role of the Fire Brigade How do firemen and women help us?  Fire engines from the past.  St Andrew’s day. | Billy and the Beast Nadia Shireen  **Gobsmacked**  **Ravenous**  **Unexpectectedly**  **Cowering**  **Courageous**  **Concealed**  **Distracted** | Fire fighter rhyme |
| W/b:  4/12/23  People who  help us  **Nurse visit** | Write labels for the photos taken during the visit.  Write a thank you card to the Nurse. |  | Children to discuss questions to ask the Nurse before the visit.  After visit recap over the information the nurse has told the children in talk partners. | Learn about the role of a nurse.  What does a nurse do? | Penguin Polly Dunbarr  **Communicate**  **Swallow**  **Adore**  **Companion**  **Nibble**  **Silent**  **Rescue**  **Embrace** | Miss Polly had a dolly |
| W/b:  11/12/23  Stick Man | Identifying rhyming words.  Stickman goes on a lot of different adventures whilst he is away from his family. Choose one of the adventures and write a postcard home. Individual/whole class postcard. | **Tree**  **Fetch**  **stick**  **Twig**  **Chimney**  **Soot** | Make stickman.  Explain how to make a stickman to a friend. | Make choices about clothing depending on the season of Winter. | The Christmas Pine Julia **Donaldson**  **Ancient**  **Iridescent**  **Soaring**  **Remote**  **Journeyed**  **Gape**  **Warble**  **Absent** | 5 little elves song |
| W/b:  18/12/23  Christmas story. | Illustrate Nativity and label. | Christmas  Jesus  Mary  Joseph | Retell the Christmas story in their own words. |  |  | We wish you a merry Christmas |