|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Date and Focus** | **Literacy: Reading and Writing** | **Vocabulary** | **Communication and language.** | **Understanding of the**  **World** | **Rhyme/ song** |
| W/b:  3/9/25  Settling in | Encourage children to explore the writing area to mark make.  Explore the reading corner. Model how to put books away. | **name**  **her**  **him**  **she**  **he** | Circle time introductions.  Hello song.  Sing Nursery rhymes and number songs.  Use props to role play the rhymes. | Children to draw a picture of themselves. | Nursey rhymes:  Humpty Dumpty  Hey diddle diddle.  Hickory Dickory Dock  Miss Polly  Grand Old Duke of York |
| W/b:  8/9/25  Start school full time.  Settling in /Baseline | Children to use name cards to recognise their names.  Read tray /peg labels. Put name cards in tray. Select books from reading area to take home. | **Humpty Dumpty**  **Hey diddle diddle.**  **Hickory Dickory Dock**  **Miss Polly**  **Grand Old Duke of York** | Circle time: encourage children to talk about their families.  Encourage the children to say/sing the rhymes. Send words home | Children to look at and talk about photos of their families. | Nursey rhymes:  Humpty Dumpty  Hey diddle diddle.  Hickory Dickory Dock  Miss Polly  Grand Old Duke of York |
| W/b:  15/9/25  Settling in /Baseline | Nursery rhymes.  Say the rhymes and the actions. | **Humpty Dumpty**  **Hey diddle diddle.**  **Hickory Dickory Dock**  **Miss Polly**  **Grand Old Duke of York** | Encourage the children to say/sing the rhymes. Send words home | Draw a picture of their family for assessment. | Nursey rhymes:  Humpty Dumpty  Hey diddle diddle.  Hickory Dickory Dock  Miss Polly  Grand Old Duke of York |
| W/b:  22/9/25  Begin Monster Phonics  Start White Rose Maths | Read We’ve all got Bellybuttons! After 2nd reading encourage children to join in with 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. | Head,  Shoulders knees and toes |
| W/b:  29/9/25  The circles all around us. Brad Montague | To list the names of special people.  To write about what makes a friend special. | **Circles, around, small, you, bigger, family, friends, community, heart, growth, world, safe place, share, welcome, difference, love, difference, ripple out, million,** | Discuss how you are feeling with a partner.  To give compliments. |  | If you’re happy and you know it…. |
| W/b:  6/10/25  Black History month. Learn about Mae Jemison. | Read book about Mae Jemison’s life. |  | 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. | 5 currant buns |
| W/b: 13/10/25  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. | Ten tall fingers |
| W/b:  20/10/25  Diwali  Binny’s Diwali  Thrity Umigar | To write a list of items for a Diwali gift basket. Children will write a list and draw items that they might put in a Diwali gift basket for a friend. | **Diwali**  **light**  **lamp** | To understand the main character’s feelings. Children explore how and why Binny feels the way she does. | What is a diya lamp/ | I went to the animal fair |
| **Half term** | | | | | |
| W/b:  3/11/25  Pumpkin Soup  Helen Cooper | 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?  Bonfire night | Incy wincy spider. |
| W/b:  10/11/25  Autumn  The Leaf Man | Write labels for items found on signs of Autumn walk.  Match labels to objects, | **leaf, wind, blew, travel, plans, headed, east, toward, marsh, winter squash, past, drifting, orchards, prairie, meadows, gliding, lake, breeze, south, north, mountains, flock, earth, lonesome, listen, rustle, oak, ash, acorn, honey locust, ginkgo.** | 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. 9/11/25 Learn about why we mark.** | Autumn leaves are falling down |
| W/b:  17/11/25  Rosie’s walk | After reading story, adult to draw map of the walk Rosie went on. | Rosie, walk, hen, yard, pond, haycock, mill, fence, beehives, across, around, over, past, through, under | Use props to make Rosie’s walk outside. Use vocab to describe walk. | Learn about Judaism. Participate in Judaism workshop. | A variety of Nursery rhymes. |
| W/b:  24/11/25  Map my school  Me on the map. | 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. | **Map**  **School**  **Durants road.**  **Houses**  **Cars** | Can you tell your partner about the walk along Durants road?  What did you see? | Walk along Durants road.  Look for road sign.  Saint Andrew’s day 30th Nov | 1,2 buckle my shoe |
| W/b:  1/12/25  People who  help us. | 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. | Fire fighter rhyme |
| W/b:  8/12/25  People  who  help us.  **Hannukah**  **14th -22nd** | Write labels for the photos taken during the visit.  Write a thank you card to the Nurse. | **Nurse**  **Stethoscope**  **Pulse** | 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? | Nurses |
| W/b:  15/12/25  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. | **Stick Man, Lady Love, children, three, dog, girl, swan, dad, boy, snowman, choir, Santa Tree, three, dog, jog, stick, trick, then, again, see, me, tree, lead, freed, twirl, girl, face, race, throw, go, on, swan, best, nest, free, sea, foam, home, hand, sand, mast, last, flag, bag, bow, no, snow, go, scarf, laugh, lost, frost, close, doze, choir, fire, grate, late, love, above, shout, out, soot, foot, jump, thump, friend, end, toys, boys, sad, dad, bed, overhead, house, mouse** | Make stickman.  Explain how to make a stickman to a friend. | Make choices about clothing depending on the season of Winter. | 5 little elves song |