

Week	Book	Writing	Maths (Daily counting songs and movements)	Understanding the world	Food activity	Fresh Air activity	PSED circle time activity
1 Key vocab Under Over Through Wavy Snowstorm Stumble Trip	We're Going on a Bear Hunt	Learn new vocab Use letter shapes they know Name writing Mark making	Count objects actions or sounds Number / counting songs Number recognition Counting bear footprints	Continue developing positive attitudes about the differences between people Cover a table with paper and provide children with pens to draw a map of the story. Invite them to create an area of map for each story setting, including the bear in the cave.		Start taking part in some group activities which they make up for themselves, or in teams. • Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. We are going on a bear hunt	Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried' New friends Read the book the hug, talk about how we can make our new friends happy
2 Key vocab Spots stripes pattern grey colour	My mum and dad make me laugh	Learn new vocab Use a comfortable grip with good control	Say one number for each item in order: 1,2,3,4,5. Numberblocks: 1 Getting to know you (age, birthdays etc)	Begin to make sense of their own life-story and family's history. Small world play	Create closed shapes with continuous lines, and begin to use these shapes to represent objects	Talk about what they see, using a wide vocabulary. Use photos to find the areas of the nursery, work in groups	Learning new rules and routines and getting to know each other

<p>summer winter</p>		<p>when holding pens and pencils. • Show a preference for a dominant hand. What makes me laugh Letter I Can you bring something from home beginning with I? Rhyme and write Little bo peep Writing long lines on large pieces of paper and outside with chalk and paintbrushes</p>	<p>Counting 1:1 correspondence How many people in your family? How many people live in your house?</p>	<p>My house who lives in your house Clip boards pens</p>	<p>Draw your favourite meal</p>	<p>Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc Making patterns using chalk or water and paint brushes Spot and stripes</p>	<p>Friendship game and pulling objects out of a bag and finding the correct area of the classroom to put them in. Repeat choose it use it put away</p>
<p>3 Key vocab Bones Skeleton Dark Zoo</p>	<p>Funny bones</p>	<p>Use some of their print and letter knowledge in their early writing.</p>	<p>Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). Number of the week 2</p>	<p>Use all their senses in hands-on exploration of natural materials.</p>	<p>Talk about the differences between materials and changes they notice.</p>	<p>Explore different materials freely, to develop their ideas about how to use them and what to make.</p>	<p>Increasingly follow rules, understanding why they are important.</p>

<p>Cellar Little Big Dog</p>		<p>Label a picture of yourself Explore and label body parts And physical features that make us similar and different Letter f</p>	<p>Getting to know you What do we have 2 off Matching pairs Matching bones</p>	<p>Introduce senses have a senses smell station , children to guess what is the in the tubs , discuss I've got a body a very busy body</p>	<p>Making gingerbread person shaped biscuits Link in the sense of smell Which smell pot would you like in your biscuit</p>	<p>•Talk about what they see, using a wide vocabulary. *Start taking part in some group activities which they make up for themselves, or in teams. using sticks to make a skeleton body chalk label it.</p>	<p>Roll the Ball Circle Game: Pass the ball saying names Then roll Then roll and ask questions e.g. aria do you like Pizza?</p>
<p>4 Key Vocab Owl Tree Branch Twig Leaf Nest Baby Swoop</p>	<p>Owl babies</p>	<p>Use some of their print and letter knowledge in their early writing. Speech bubbles / thought bubbles what are the owls thinking and feeling Letter b baby</p>	<p>Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. Number of the week 3</p>	<p>Use all their senses in hands-on exploration of natural materials. Hearing / Sound environmental sounds, animal sounds</p>		<p>Make comparisons between objects relating to size, length, weight and capacity. Collect 3 objects of different sizes in a baskets</p>	<p>How are personnel features and qualities unique to you. Powerpoint we are all different.</p>

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			Triangle Getting to know you activities Shape games and shape sorters				
5 Change Grow Baby Speak Move Understand Develop	All about me and hundred things that happened to me between 0 and 3	Learn new vocab Use letter shapes they know My history what can I do now, Photos of babies, how we have changed D for different	Say one number for each item in order: 1,2,3,4,5 Number of the week 4 Square Number songs Counting up and down Using props and counters Giving the children the correct amount can they join in with the song	Begin to make sense of their own life-story and family's history. My history Sight – looking at pictures of them and how they have changed	Use all their senses in hands-on exploration of natural materials. Making a pizza face Eyes nose mouth ears talking about their senses	Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Numbers in the environment Going on a hunt around school, what numbers can they see Building houses for their family to live in	Continue developing positive attitudes about the differences between people. But Martin! Read the story and talk about how they are similar and different to him and what they have in common.
6 Harvest Seed Plant Corn Cut Mill	The little red hen	• Engage in extended conversations about stories, learning new vocabulary.	Say one number for each item in order: 1,2,3,4,5 Number of the week 5 Number songs Counting up and down Using props and counters	Show interest in different occupations Local walk Looking at the bakery – talking to the baker	Use all their senses in hands-on exploration of natural materials Different types of bread	Start taking part in some group activities which they make up for themselves, or in teams	how we have different strengths, what are our strengths Powerpoint saved on staff

<p>Grind Bread Scythe Help share</p>		<p>• Use some of their print and letter knowledge</p> <p>Sequence the story.</p> <p>Write what happened at the end of the story</p> <p>Letter h hen</p>	<p>Giving the children the correct amount can they join in with the song</p>	<p>Buying a loaf of bread Asking questions</p> <p>Harvest Festival Taste Which of the different flavoured breads did you like?</p>	<p>(5) Banana Plain Chocolate</p>	<p>Make an obstacle course using the theme of the story</p> <p>Include hoops to jump in to plant the grains of wheat, cones to weave through to cut the wheat, ramps to walk up and down to take the flour to the mill and beanbags to throw into buckets to put the bread in the oven!</p>	<p>shred under EYFS C and H</p>
<p>7 Houses Materials Straw Brick Build Sticks Buy Strong Weak</p>	<p>3 little pigs</p>	<p>Use some of their print and letter knowledge in their early writing.</p> <p>Letter from mummy pig wanting to know what the 3 little pigs have been doing.</p>	<p>Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'</p> <p>Number of the week 6 Make shape houses</p>	<p>Use all their senses in hands-on exploration of natural materials.</p> <p>Senses touch</p> <p>Feely box with all different materials in</p>		<p>Join different materials and explore different textures</p> <p>Making the 3 little pigs houses, which is the hardest to build, what do the materials feel like?</p>	<p>Play with one or more other children, extending and elaborating play ideas</p> <p>My friends, what we now know about their friends. Roll the ball Freddie is my friend because ...</p>

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		The children respond to mums letter. Letter p	Counting everything, number order consistency.				
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EAD

We provide continuous provision in EAD both inside and outside where the children will experience a range of these key skills throughout their experience in FS1 Nursery.

USING MEDIA AND MATERIALS

We create sounds, by banging, shaking tapping or blowing

We join in singing favourite and familiar rhymes and songs.

We play a variety of musical instruments, listen to the sound they make and know how sounds can be changed.

We tap out simple repeated rhythms.

We begin to move rhythmically and imitates movement in response to music.

We begin to build a repertoire of songs and dances.

We experiment with blocks, colours and marks.

We explore what happens when they mix colours

We use various construction materials to develop their skills in stacking, enclosing and creating spaces.

We learn to construct with a purpose in mind by selecting variety of appropriate resources.

We are learning to use simple tools and techniques they need to shape, assemble and join materials they are using.

We begin to be interested in and describe the texture of things.

We experiment to create different textures such as sand, paint, and sawdust.

We are beginning to understand that different media can be combined to create new effects.