



Core Books

(Please note- All themes/core books are subject to change and adaptation depending on the needs and interests of the children.)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>What makes me special?</p> <p>(8 weeks)</p> <p>Core Books -</p> <ul style="list-style-type: none"> - Spot goes to school / Little Owls first day at school - We are all different (Twinkl Original) - The Owl Babies - The Colour Monster 	<p>What do I celebrate?</p> <p>(7 weeks)</p> <p>Core Books -</p> <ul style="list-style-type: none"> - Autumn (and Halloween) - Sparks in the Sky (Bonfire Night) - Dival's Diwali - (Armistice Day/Children in Need) - Kippers Birthday - Hetty's Hannukah - Kippers Christmas Eve - A Festive Feast 	<p>Can you tell me a tale?</p> <p>(6 weeks)</p> <p>Core Books -</p> <ul style="list-style-type: none"> - The Gingerbread Man - Goldilocks and the Three Bears - The Three Little Pigs - My first Chinese New Year (Chinese New Year) - Little Red Riding Hood - The Little Red Hen 	<p>What do you see on the Farm?</p> <p>(6 weeks)</p> <p>Core Books -</p> <ul style="list-style-type: none"> - Jasper's Beanstalk - The Very Hungry Caterpillar - The Growing Story - Farmyard Hullabaloo - Wake up time on bumble farm - The Most Exciting Eid - Easter (were going on an egg hunt) 	<p>Who are our helping heroes?</p> <p>(5 weeks)</p> <p>Core Books-</p> <ul style="list-style-type: none"> - Topsy and Tim go to the Dentist - Charlie the Fire Fighter (twinkl original) - Busy People - Doctor - Busy People - Police Officer - Maisy goes to Hospital 	<p>Where shall we travel to?</p> <p>(6.5 weeks)</p> <p>Books Covering –</p> <ul style="list-style-type: none"> - We're going on a bear hunt - Pirates Love Underpants - Around the world with Max and Lemon - Commotion in the Ocean - Whatever Next - (International Week) - Good Night England
<p>Themes –</p>	<ul style="list-style-type: none"> - Myself – All about me - Settling in to my new school. - Emotions - Changes - Oral Hygiene 	<p>What is a celebration? - Celebrations</p> <ul style="list-style-type: none"> - World Religions - Anniversaries 	<ul style="list-style-type: none"> - Traditional Tales - Repeated Refrains - Sequencing a story - What is a tale? – Fiction Text 	<ul style="list-style-type: none"> - Growth and Change/ Introduction to life cycles. - Care of living things and plants - Healthy Food Choices 	<ul style="list-style-type: none"> - Introduction to Non-Fiction Text - People who help us / Occupations in the community. - Health / Oral health and hygiene. 	<ul style="list-style-type: none"> - Countries around the world - Transport - Similarities and difference of others around the world. - Pirates
<p>Further Oracy Opportunities</p>	<p>Books (All about me)</p> <ul style="list-style-type: none"> - <i>So Much</i> by Trish Cooke - <i>Giraffes Can't Dance</i> by Giles Andreae - <i>Elmer</i> by David McKee - <i>Only One You</i> by Linda Kranz - <i>Marvelous Me: Inside and Out</i> by Lisa Bullard - <i>Guess How Much I Love You</i> by Sam McBratney - <i>My Mum / My Dad</i> by Anthony Browne - <i>All Kinds of Families</i> by Mary Ann Hoberman - <i>We Are Family</i> by Patricia Hegarty - <i>The Family Book</i> by Todd Parr <p>Songs & Rhymes</p> <ul style="list-style-type: none"> - "Head, Shoulders, Knees and Toes" - "If You're Happy and You Know It" - "This is Me" (simple 	<p>Books (celebrations)</p> <ul style="list-style-type: none"> - <i>Happy Birthday, Maisy</i> by Lucy Cousins – simple, child-friendly. - <i>Spot's Birthday Party</i> by Eric Hill – interactive flaps. - <i>It's My Birthday</i> by Helen Oxenbury – sharing, kindness. - <i>Dear Santa</i> by Rod Campbell. - <i>Stick Man</i> by Julia Donaldson. - <i>My First Ramadan</i> by Karen Katz. - <i>Ramadan Moon</i> by Na'ima B. Robert. - <i>Sammy Spider's First Hanukkah</i> by Sylvia Rouss. - <i>Hanukkah Bear</i> by Eric A. Kimmel. - <i>Binny's Diwali</i> by Thrity Umrigar. - <i>Lighting a Lamp: A Divali Story</i> by Jonny Zucker. - <i>Room on the Broom</i> by Julia 	<p>Books (Traditional Tales for Nursery)</p> <ul style="list-style-type: none"> - <i>Goldilocks and the Three Bears</i> - <i>The Three Little Pigs</i> - <i>The Gingerbread Man</i> - <i>Little Red Riding Hood</i> - <i>Jack and the Beanstalk</i> "Fee-fi-fo-fum." - <i>The Little Red Hen</i> - <i>The Enormous Turnip</i> - <i>The Ugly Duckling</i> - <i>Cinderella</i> (simplified versions) - <i>The Billy Goats Gruff</i> – <p>Songs & Rhymes</p> <ul style="list-style-type: none"> - Goldilocks Song (to "Twinkle, Twinkle"): - <i>Goldilocks went to the house, Looking here and there about.</i> - Who's Afraid of the Big Bad Wolf? (from <i>Three Little Pigs</i>). 	<p>Books (Farm-Themed)</p> <ul style="list-style-type: none"> - <i>Big Red Barn</i> by Margaret Wise Brown - <i>Farmer Duck</i> by Martin Waddell - <i>The Little Red Hen</i> (traditional tale) - <i>Click, Clack, Moo Cows That Type</i> by Doreen Cronin - <i>What the Ladybird Heard</i> by Julia Donaldson - <i>Spot Goes to the Farm</i> by Eric Hill - <i>Maisy's Morning on the Farm</i> by Lucy Cousins - <i>On the Farm</i> (Usborne Look Inside / First Experience series) - <i>Busy Farm</i> (Campbell Books) - <i>Rosie's Walk</i> by Pat Hutchins <p>Songs & Rhymes</p>	<p>Books (Emergency Services)</p> <ul style="list-style-type: none"> - <i>Fireman Sam</i> (various stories) - <i>Maisy's Ambulance</i> by Lucy Cousins - <i>Topsy and Tim: The Fire Engine</i> by Jean & Gareth Adamson - <i>A Day in the Life of a Police Officer</i> by Heather Adamson - <i>People Who Help Us: Doctor</i> by Rebecca Hunter - <i>The Large Family: Mr Large in Charge</i> by Jill Murphy - <i>I Want to Be a Firefighter / Doctor / Police Officer</i> (series by Dan Liebman) - <i>Charlie the Firefighter</i> (Melissa & Doug picture book). - <i>Vet Visit</i> by Ciara Flood <p>Songs & Rhymes</p> <p>"Here Come the Firefighters" (to <i>The Wheels</i></p>	<p>Books (Journeys & Travel)</p> <ul style="list-style-type: none"> - <i>The Train Ride</i> by June Crebbin - <i>Mr Gumpy's Motor Car</i> by John Burningham - <i>We All Go Travelling By</i> by Sheena Roberts - <i>Oi! Get Off Our Train</i> by John Burningham - <i>Naughty Bus</i> by Jan & Jerry Oke - <i>You Can't Take an Elephant on the Bus</i> by Patricia Cleveland-Peck - <i>The Journey Home from Grandpa's</i> by Jemima Lumley - <i>Whatever Next!</i> by Jill Murphy - <i>Rosie's Walk</i> by Pat Hutchins - <i>Handa's Surprise</i> by Eileen Browne - <i>The Wheels on the Bus</i> (various picture books)

	<p>adapted preschool version from <i>The Greatest Showman</i>)</p> <ul style="list-style-type: none"> - "Who's Special? We're Special!" - "Finger Family Song" (Daddy finger, Mummy finger...) - "You Are My Sunshine" - "Grandma's Glasses" - "We All Clap Hands Together" 	<p>Donaldson.</p> <ul style="list-style-type: none"> - <i>Funnybones</i> by Janet & Allan Ahlberg. - <i>Sparks in the Sky</i> by Katie Dale. - <i>Celebrating Bonfire Night</i> by Brenda Williams. - <i>Celebrations Around the World</i> by Katy Halford. - <i>Let's Celebrate!</i> by Kate DePalma. <p>Songs & Rhymes</p> <p>"Happy Birthday" (classic and meaningful).</p> <p>"Today's the Day" (circle time chant: <i>Today's the day, we celebrate, clap your hands, it's really great!</i>).</p> <p>"Jingle Bells."</p> <p>"We Wish You a Merry Christmas."</p> <p>"Happy Eid Song" (simple chant: <i>Happy Eid, let's dance and play, family fun on a special day!</i>).</p> <p>"Dreidel, Dreidel, Dreidel."</p> <p>"This Little Light of Mine" (linked to festival of lights).</p> <p>"Five Little Pumpkins."</p> <p>"Knock, Knock, Trick or Treat" (circle time rhyme).</p> <p>Firework chant: <i>Zoom, zoom, zoom, rockets in the sky, whoosh and bang, they fly so high!</i></p> <p>"The More We Get Together."</p>	<ul style="list-style-type: none"> - "Run, run, run, as fast as you can..." (chant from <i>The Gingerbread Man</i>). "Fee-fi-fo-fum!" chant (from <i>Jack and the Beanstalk</i>). "I'll Huff and I'll Puff!" (echo chant – great for call-and-response). "Old MacDonald Had a Farm" (link to <i>The Little Red Hen</i> and <i>The Enormous Turnip</i> with animal characters). "Once Upon a Time" circle song: <i>Once upon a time we say, tell a tale in a special way</i> 	<p>"Old MacDonald Had a Farm"</p> <p>"Baa Baa Black Sheep."</p> <p>"Mary Had a Little Lamb."</p> <p>"Five Little Ducks Went Swimming One Day."</p> <p>"Dingle Dangle Scarecrow."</p> <p>"Horsey, Horsey, Don't You Stop."</p> <p>"The Farmer's in His Den."</p> <p>"She'll Be Coming Round the Mountain" (link to farm life/animals)</p>	<p><i>on the Bus</i>):</p> <p><i>The firefighters go nee-nah-nee, Nee-nah-nee, nee-nah-nee, The firefighters go nee-nah-nee, All through the town. "Miss Polly Had a Dolly" – doctor/nurse theme. "Five Little Firefighters" – counting rhyme. "Police Officer Song" (to London Bridge): Police officers help us out, Help us out, help us out. Police officers help us out, Every single day. "Hurry, Hurry, Drive the Fire Truck" – (drive, climb, spray). "Doctor Foster Went to Gloucester" "Ambulance Song" (circle time chant): Nee-nah, nee-nah, here we go, Helping people high and low.</i></p>	<p>Songs & Rhymes</p> <p>"The Wheels on the Bus."</p> <p>"Row, Row, Row Your Boat."</p> <p>"Down at the Station Early in the Morning."</p> <p>"We All Go Travelling By" (Barefoot Books song).</p> <p>"The Big Ship Sails on the Ally Ally Oh."</p> <p>"I'm a Little Aeroplane" (to <i>I'm a Little Teapot</i>).</p> <p>"She'll Be Coming Round the Mountain."</p> <p>"Five Little Men in a Flying Saucer."</p> <p>"The Journey Home from Grandpa's" (song version)</p>
<p>Communication and Language</p>	<ul style="list-style-type: none"> - Developing an understanding of what objects are used for. - Finding an object around the classroom when I am asked. -sharing my needs with my friends and teachers. - To talk about myself and my family. - Let's learn a new word- 	<ul style="list-style-type: none"> - Circle time – I have a voice - My Likes and dislikes - Celebrations -Listen and Do - Following instructions with two parts - What is a question? - I can talk about what I see, hear and smell - Learn and sing new songs. - Let's learn a new word- 	<ul style="list-style-type: none"> - I can talk about a story - Recall key events - I can join in with repeated lines. - Learn and sing new songs. -Listen and Do - Following instructions with two parts. - Let's learn a new word- Vocabulary linked to Theme. - To extend a sentence. - Let's talk about a book – talk time/circle time 	<ul style="list-style-type: none"> - To talk about change - To about the properties of materials – similarities / differences - Asking questions to find out more. - Where can we get information from? -Listen and Do - Following instructions with two parts. 	<ul style="list-style-type: none"> - Listen and Share - Listening and attention – listening to class visitors for a longer length of time. - Question time - I can ask questions to others. - Let's talk about a book – talk time/circle time - I can chat, taking turns with a friend. -Listen and Do - Following instructions with more than two parts. 	<ul style="list-style-type: none"> - I can say a rhyme Sea shanties Talk like a pirate - I can talk to others about my own thoughts and ideas, even if they are different to others. - Sharing Talk with my class - Special times for families Sharing holiday news Tapestry times

	<p>Vocabulary linked to Theme.</p> <ul style="list-style-type: none"> - Let's talk about a book – talk time/circle time - To extend a sentence. - Songs and Rhymes - Listening Games - Little Wandle Foundation phonics - WellComm 	<p>Vocabulary linked to Theme.</p> <ul style="list-style-type: none"> - To extend a sentence. - Let's talk about a book – talk time/circle time - Songs and Rhymes - Listening Games - Little Wandle Foundation phonics - WellComm 	<ul style="list-style-type: none"> - Songs and Rhymes - Listening Games - Little Wandle Foundation phonics - WellComm 	<ul style="list-style-type: none"> - Let's learn a new word- Vocabulary linked to Theme. - To extend a sentence. - Let's talk about a book – talk time/circle time - I can listen to and answer questions – why? - Songs and Rhymes - Listening Games - Little Wandle Foundation phonics - WellComm 	<ul style="list-style-type: none"> - Let's learn a new word- Vocabulary linked to Theme. - Let's talk about a book – talk time/circle time - To extend a sentence. - Songs and Rhymes - Listening Games - Little Wandle Foundation phonics - WellComm 	<ul style="list-style-type: none"> - I can talk about what I have heard in a story. - I can chat, taking turns with a friend. - I can follow instructions after listening to them. - Let's learn a new word- Vocabulary linked to Theme. - Vocabulary introduced to extend a sentence. - Let's talk about a book – talk time/circle time - Songs and Rhymes - Listening Games - Little Wandle Foundation phonics - WellComm
<p>Personal Social and Emotional Development</p>	<ul style="list-style-type: none"> - What is a good behaviour choice in school? - Class rules and getting to know our class friends. - Why do we have rules? - Name games - Caring for our classroom - How we play and learn? - Making new friends. - Begin to understand my friend's emotions. <p>Jigsaw FS1 – Being me in my world</p> <p>Think Equal Programme Level 1 (EYFS PSHCE programme)</p>	<ul style="list-style-type: none"> - What is a good behaviour choice in school? Class rules, school rules and getting to know our class friends. - Why do we have rules? - Name games. - How do we play and learn? - Making new friends. - Different religions and countries - Begin to talk about similarities and differences. - Begin to share and take turns. <p>Jigsaw FS1 – Celebrating Difference</p> <p>Think Equal Programme Level 1 (EYFS PSHCE programme)</p>	<ul style="list-style-type: none"> - What is a good behaviour choice in school? Class and wider school rules. - Why do we have rules? - Begins to listen to others - Circle times - Christmas news - Begins good choices in behaviour. - Begins to share and take turns. <p>Jigsaw FS1 – Dreams and goals</p> <p>Think Equal Programme Level 1 (EYFS PSHCE programme)</p>	<ul style="list-style-type: none"> - What is a good behaviour choice in school? Class and wider school rules. - Why do we have rules? - How can you care for others? - I can listen to and share talk with others - Sharing weekend news. - Begins good choices in behaviour. - Begin to share and take turns. - I can share my play ideas with a friend. <p>Jigsaw FS1 – Healthy Me</p> <p>Think Equal Programme Level 1 (EYFS PSHCE programme)</p>	<ul style="list-style-type: none"> - What is a good behaviour choice in school? Class and wider school rules. - Why do we have rules? - I can listen to and share talk with others. - Talk time - How can we be a good friend? - How can you care for others? - My friends have feelings just like me. - I can share my play ideas with a friend. <p>Jigsaw FS1 - Relationships</p> <p>Think Equal Programme Level 1 (EYFS PSHCE programme)</p>	<ul style="list-style-type: none"> - What is a good behaviour choice in school? Class and wider school rules. - Why do we have rules? - We are all growing up - Preparing for changes Transition to reception. - My history - Recalling past events and special times / Talking about holiday photos and trips with special people. - I can share my play ideas with a friend and understand that they may have different ideas. <p>Jigsaw FS1 – Changing Me</p> <p>Think Equal Programme Level 1 (EYFS PSHCE programme)</p>
<p>Physical Development</p>	<ul style="list-style-type: none"> - PE Passport – Dancing / Stability (Gross Motor) - Pulling self-up on climbing equipment/using alternate feet. - Throwing and catching large balls. 	<ul style="list-style-type: none"> - PE Passport – Locomotion / Yoga (Gross Motor) - Pulling self-up on climbing equipment/using alternate feet. - Throwing and catching large balls. 	<ul style="list-style-type: none"> - PE Passport – Fine Motor skills (Fine Motor) - I can build, balance and make spaces. - Can you build a house for the three little pigs using the different materials? 	<ul style="list-style-type: none"> - PE Passport – Target Games / Dance – circus (Gross Motor) - I can move my body – Hop, skip, jumps - Throwing different sized balls. - I can throw and catch 	<ul style="list-style-type: none"> - PE Passport – Gymnastics High and Low / Dance – Toys (Gross Motor) - I can move my body – Hop, skip, jumps, rolls - Working with friends to build and balance. - Let's build an emergency 	<ul style="list-style-type: none"> - PE Passport – Gymnastics / Dance – Seasons (Gross Motor) - I can control my body – balancing on one leg. - I can pull myself up on climbing equipment with

	<ul style="list-style-type: none"> - Practise cutting using a knife and a fork – can you cut the spaghetti? - Moulding materials - playdough owls? - Gross Motor Mark Making - Streamers – elephants have wrinkles. - Toileting - Importance of hand washing/ personal hygiene - can you wash the babies? Why do they need to be clean? - Oral Hygiene - Making healthy food choices. - Keep myself safe when using equipment 	<ul style="list-style-type: none"> - Snipping and cutting – can you cut and stick your own celebrate hat? - Gross motor mark making – large mark making, colour mixing, streamers, fireworks in the sky. - Toileting - Importance of hand washing/ personal hygiene. - Oral Hygiene - Making healthy food choices. - Keep myself safe when using equipment - Begin to be independent when putting on my own coat / shoes. 	<ul style="list-style-type: none"> - I can build and balance with others. - I can mark make – developing a comfortable grip. - Using scissors to cut along lines. - Toileting - Importance of hand washing/ personal hygiene. - Oral Hygiene - Making healthy food choices. - Keep myself safe when using equipment. - Begin to be independent when putting on my own coat / shoes. 	<ul style="list-style-type: none"> - with a friend. - Healthy and ‘once in a while’ food choices. - I can hold my mark making tools with a comfortable grip and developing control. - Using scissors to cut along lines. - I can cut with a knife safely - Can you cut up your veg to make a soup? - Toileting - Importance of hand washing/ personal hygiene. - Oral Hygiene - Making healthy food choices. - Keep myself safe when using equipment - Begin to be independent when putting on my own coat / shoes. 	<ul style="list-style-type: none"> - vehicle together with the large blocks. - I can hold my mark making tools with a comfortable grip and developing control. - Using scissors to cut around shapes. - Toileting - Importance of hand washing/ personal hygiene. - Oral Hygiene - Making healthy food choices. - Keep myself safe when using equipment - Grow in independence when putting on my own coat / shoes. 	<ul style="list-style-type: none"> - control/using alternate feet. - Working with friends to build and balance. Let’s build a boat using the large blocks. - I can hold my mark making tools with a comfortable grip and developing control. - Using scissors to cut around shapes. - Toileting - Importance of hand washing/ personal hygiene. - Oral Hygiene - Making healthy food choices. - Keep myself safe when using equipment - Grow in independence when putting on my own coat / shoes.
<p>Literacy</p>	<ul style="list-style-type: none"> - Self-portraits – What do I look like? - Who is special to me? - Who lives in my house? - Getting to know my school routine. - What is a book? - Caring for a book. - “I’m here” Self-registration. - Begins to talk about their marks- my marks have meaning. - What do the letters of my name look like? - Little Wandle Foundation phonics (see LW breakdown for overview) 	<ul style="list-style-type: none"> - Logos and writing around me- Logos, print has meaning - I can make marks - Letters to Santa - Name writing - Caring for a book. - What did the story tell us? – Talking about a book. - my marks have meaning - Begins to talk about their marks. - What do the letters of my name look like? – begins to trace/form letters from name. - Little Wandle Foundation phonics (see LW breakdown for overview) 	<ul style="list-style-type: none"> - Begins to talk about the parts of a story - beginning, middle and end. - Who is in the story? - Characters - Repeated lines - The parts of a book – spine, front cover, back cover, pages - Begins to notice and spot rhymes - my marks have meaning - Begins to talk about their marks. - What do the letters of my name look like? – begins to trace/form letters from name. - Little Wandle Foundation phonics (see LW breakdown for overview) 	<ul style="list-style-type: none"> - Begins to talk about the parts of a story - beginning, middle and end. - The parts of a book – spine, front cover, back cover, pages, page numbers. - I can sequence the book – Order a simple life cycle (beginning and end) - I can draw a part of the story. - Where can we collect new information from? - My name looks like this – writing letters from my name. - Little Wandle Foundation phonics (see LW breakdown for overview) 	<ul style="list-style-type: none"> - Let’s talk about the parts of a book. - Let’s talk about what happens in a familiar book- Who are our helping heroes? What do they do? Who else is a helping hero? - My marks have meaning/ Marking letters from around me- Writing a thank you letter to a helping hero. Write an information book about a helping hero. - Where can we collect new information from? - My name looks like this – writing letters from my name. - Little Wandle Foundation phonics (see LW breakdown for overview) 	<ul style="list-style-type: none"> - Let’s talk about the parts of a book. - Let’s talk about what happens in a familiar book. - Where can we collect new information from? – Using pictures form a book to answer questions. - My marks have meaning/ Marking letters from around me- Writing messages in a bottle. Pirate maps. Writing a holiday packing list. Writing a holiday shopping list. - What will we need for a beach picnic? Work to my new teacher. - My name looks like this – writing letters from my name accurately.

						- Little Wandle Foundation phonics (see LW breakdown for overview)
Mathematics	Within Nursery, a mastery approach to teaching mathematics is followed. Advice and strategies taken from NCETM and White Rose Maths whilst also fulfilling 3-4 year olds outcomes from Development Matters.					
	Although an overview is in place, opportunities are provided through continuous provision and Adult Focus activities throughout the year, linking to other mathematical core concepts. (For full outline of coverage/breakdown, please refer to 'Detailed Maths Long Term Overview' outlined at end of document.)					
	- I can learn and sing number songs. - What is a colour? -What colours do I know? - I can find a colour - I can match - I can sort	- I can look and compare. Amounts/size/capacity/mass. - I can see and make patterns. - I can talk about patterns. - I can notice patterns around me.	- All about numbers 1 & 2 - How does it feel? Weight.	- All about numbers 3 & 4 - I can talk about length and height.	- All about number 5 - 1 more and 1 less. - Shapes are everywhere. - I can talk about shapes I see. - I can name simple shapes. - What is a face? - What is a corner? - What is an edge?	- My Day - What happens in my day? - I can talk about full and empty. - I can say where something is. - I can hunt and find. Where did you find it?
Understanding the World	- Owl babies – me and my family - Harvest- Using my senses to explore. - Similarities and differences – people and families. - Special people - What I like/ What I don't like - How do I Feel? - What can you see? Hear? Smell? Taste? Jigsaw RE – What makes me special? (Christianity/Judaism) <small>(RE focus will visited through discussion and talk time/circle times. These subjects will also be revisited at different points in the year if thought relevant or linked to interests)</small>	- Where do I live? What is changing around us? - What is a celebration? - What do I celebrate? - Bonfire Night – How are Fire fighters important – introduction to fire safety / personal safety - What is Diwali? - What is Hanukah? - What is New Year? - What is a Birthday? - What is Armistice Day? - What is Christmas? - How is Christmas celebrated around the world? Jigsaw RE – What is Christmas? (Christianity) <small>(RE focus will visited through discussion and talk time/circle times. These subjects will also be revisited at different points in the year if thought relevant or linked to interests)</small>	- Where do I live? What is changing around us? - How have things changed? Fairy Tales / past and present Changes over the years. - Let's explore materials. Building materials - How do materials change? - What is Chinese New Year? Where in the world is China? Jigsaw RE – How do people celebrate (Hinduism) <small>(RE focus will visited through discussion and talk time/circle times. These subjects will also be revisited at different points in the year if thought relevant or linked to interests)</small>	- What is a farm? – Experiences of a farm. - What is changing around us? How is it changing? - How does a plant change? - How does an animal change? What does a baby animals mummy like? - How to look after plants and animals around us- Needs of a plant/ Caring for living things. - Growing my own bean - How have we grown and changed? - Visitor from a Baby. -What is Holi – Hinduism - What is Eid-al-fitr? - Islam - What is Ramadam / Eid? - Why is my mummy / female special persons special to me? Mother's day What is Pancake Day? - Shrove Tuesday / Pancake Day What is Easter? - What can you see? Hear? Smell? Taste? – Exploration	- How are the people around you heroes? What do they do? - Visitors – police officer, dentist, fire fighter, health care professional. - What is a police officer/doctor/firefighter/vet? - What do they do? - Why is my daddy/ male special person special to me? -Father's Day Jigsaw RE – What can we learn from stories? (Christianity/Hinduism/ Sikhism) <small>(RE focus will visited through discussion and talk time/circle times. These subjects will also be revisited at different points in the year if thought relevant or linked to interests)</small>	- How can we sail? - How can we travel? Similarities and Difference / Past and Present - Other places in our world. Learning about different countries. International week - Have I travelled anywhere? How did I get there? - Who would sail? Pirates and the sea. Jigsaw RE – What makes places special? (Christianity / Islam / Judaism) <small>(RE focus will visited through discussion and talk time/circle times. These subjects will also be revisited at different points in the year if thought relevant or linked to interests)</small>

				<p>of materials.</p> <p>Jigsaw RE – What is Easter? (Christianity) <small>(RE focus will visited through discussion and talk time/circle times. These subjects will also be revisited at different points in the year if thought relevant or linked to interests)</small></p>		
<p>Expressive Arts and Design</p>	<ul style="list-style-type: none"> - Who lives in my home? I can make my home (small world) - What do I look like? - Self-portraits. - I can talk about a colour - Nursery Rhymes – learning new songs. - I can listen to a beat and begin to copy it. - Role play – Home Life. - Listen to the music – talk time / circle time - Pitch Match - Little Wandle Foundation phonics - How does it feel? – Fine motor exploration trays. 	<ul style="list-style-type: none"> - Bonfire Night / fireworks – How do they make you feel? Splatter paintings. - What colours do you see? Can you make them? – colour mixing. - What is a decoration? - celebration decorations - Home Role play- party time - Learning new songs and rhymes - Christmas Songs/ Christmas show - Let's have a celebration (small world) - Listen to the music – talk time / circle time - Pitch Match - Little Wandle Foundation phonics - How does it feel? – Fine motor exploration trays. 	<ul style="list-style-type: none"> - I can tell a tale (small world) - I can tell a tale. Role play/Investigation area Items from Tales added. - I can move to music, how does it make me feel? Music and movement - What materials shall I use? Building homes for Three pigs Making a mask of our favourite characters? - Listen to the music – talk time / circle time - Pitch Match - Little Wandle Foundation phonics - How does it feel? – Fine motor exploration trays. 	<ul style="list-style-type: none"> - Small world /investigation area – On the farm. - What materials will I need? Clay pots for a bean plant. Creating animals on the farm. - What will I see on the farm? Story recall drawing. - I can build and talk. Farm creations (small world) - Listen to the music – talk time / circle time - Pitch Match - Little Wandle Foundation phonics - How does it feel? – Fine motor exploration trays. 	<ul style="list-style-type: none"> - What materials do I need? Create Emergency vehicles. - How can I make a colour? Uses colours for a purpose – Why are they those colours? - Small world Create Tray – emergency services / who helps you? - I can talk about what I have heard. Talk time / circle time - Pitch Match - I can make sounds with instruments. Siren beat. - Little Wandle Foundation phonics - How does it feel? – Fine motor exploration trays. 	<ul style="list-style-type: none"> - Can we make something to travel around the world? Building (large and small construction) pirate ship/car/aeroplane/train. - Where shall we go? (small world) - Look and Draw – draw what you see. Scenes from under the sea/around the world. - I can choose my materials. - I can talk about what I have heard – Talk time / circle time. - Pitch Match . Talking like a pirate. - Let's learn a sea shanty. - Let's create our own sea shanties. - Who will we be? Role play investigation – let's be an explorer. What will we explore in?

PLEASE NOTE - All themes, teaching and focus books are subject to change and adaptation depending on the needs and interests of the children.



Detailed Maths Long Term Overview 2025-2026

Autumn 1				Autumn 2		
Number songs	Colours	Match	Sort	Compare Amounts	Compare size, mass, capacity	Simple Patterns
Opportunities for settling in, introducing the areas of provision and getting to know the children.	Children should be taught to recognise and name colours in a variety of contexts e.g. toys within the classroom, colours in nature, colours in the environment, matching colours, colours on themselves such as hair, skin, clothes. Children should be able to say when objects are and are not the same colour. Link to expressive art and design through painting.	Provide opportunities for the children to explore and match objects which are the same. Can you find one exactly like mine? How do you know it's the same? Can you find one different to mine? Why is this one not like mine?	Children learn that collections can be sorted into sets based on attributes such as colour, size or shape. Sorting enables the children to consider what is the same about all the objects in one set and how they are different to the other sets. They begin to understand that the same collection of objects can be sorted in different ways	Once children can confidently sort collections into sets they learn that these sets can be compared and ordered. They understand that when making comparisons a set can have more, the same or fewer than another set. NOTE – it is easier for children to notice the difference between sets when the difference is greater. Start by asking the children to compare 2 and 5 rather than 5 and 6	Children learn that objects can be compared and ordered according to their size. Encourage the use of language such as big and little, small and large to describe a range of objects. More specific language such as tall, long, short can also be introduced.	Children copy, continue and create their own patterns. It is important to provide patterns with at least three full units of repeat. Encourage the children to say the pattern out loud

Spring 1			Spring 2		
1	Weight	2	3	Length and Height	4
Children identify representations of 1, 2, 3. They subitise or count to find out how many and make their own collections of 1, 2 or 3 objects. They	Children may already have experience of weight through carrying heavy and light items. Encourage	Children identify representations of 1, 2, 3. They subitise or count to find out how many and make their own collections of 1, 2 or 3 objects. They	Children identify representations of 1, 2, 3. They subitise or count to find out how many and make their own collections of 1, 2 or 3 objects. They	Children begin by using language to describe length and height e.g. the tree is tall the pencil is short. When making direct	Children count on and back to 4. They subitise sets of up to 4 objects to find out how many make their own collections of objects. They match the number to

<p>match the number names to quantities and numerals. They touch count in different arrangements and recognise the final number is the quantity of the set.</p> <p>Number blocks episode 1 Counting to 1 Finding 1 object Representing 1 on a 5 frame A circle – 1 sides</p> <p>shape (including in the environment) 1 action e.g. 1 hop, 1 jump, 1 clap What is 1 made of 1 nose, 1 mouth, 1 body Exploring different varieties of circles</p> <p>1 being the first number, its position on a number line, ordinal numbers Numicon 1</p> <p>Dice 1 Subitising 1 The numeral and formation of 1 Number 1 in the environment Representing 1 using marks, pictures and finger Matching numeral to quantity</p>	<p>them to make direct comparisons holding items to estimate which feels the heaviest then use the balance scales to check.</p> <p>Prompt them to use the language heavy, heavier than, heaviest, light, lighter than, lightest to compare items starting with items that have an obvious difference in weight. Avoid common misconception that bigger items are always heavier by providing some small heavier items and some large lighter ones</p> <p>heavy, heavier than, heaviest, light, lighter than, lightest</p>	<p>match the number names to quantities and numerals. They touch count in different arrangements and recognise the final number is the quantity of the set.</p> <p>Number blocks episode 2 Counting to 2 Finding 2 objects Representing 2 on a 5 frame A semi circle – 2 sides shape (including in the environment)</p> <p>2 actions e.g. 2 hops, 2 jumps, 2 claps</p> <p>2 being the second number, its position on a number line, ordinal numbers Numicon 2</p> <p>Dice 2 Subitising 2 The numeral and formation of 2 Number 2 in the environment Representing 2 using marks, pictures and finger Matching numeral to quantity</p>	<p>match the number names to quantities and numerals. They touch count in different arrangements and recognise the final number is the quantity of the set.</p> <p>Number blocks episode 3 Counting to 3 Finding 3 objects Representing 3 on a 5 frame A triangle – 3 sides</p> <p>shape (including in the environment) 3 actions e.g. 3 hops, 3 jumps, 3 claps</p> <p>Exploring different variants and orientations of triangles.</p> <p>3 being the third number, its position on a number line, ordinal numbers Numicon 3</p> <p>Dice 3 Subitising 3 The numeral and formation of 3 Number 3 in the environment Representing 3 using marks, pictures and finger Matching numeral to quantity</p>	<p>comparisons they may initially say something is bigger than something else. Encourage them to use more specific mathematical vocabulary in relation to Length - longer, shorter height – taller, shorter Breadth – wider, narrower</p> <p>The children should then move on to finding objects that are longer/shorter than a given item. They should be encouraged to utilise strategies such as direct comparison (e.g. placing objects side by side to determine which is longer).</p> <p>Encourage them to use more specific mathematical vocabulary in relation to Length - longer, shorter height – taller, shorter Breadth – wider, narrower</p>	<p>numerals and quantities and are able to say which sets have more and fewer items. When counting they continue to learn that the final number they say names the set.</p> <p>Number blocks episode 4 Counting to 4 Finding 4 objects Representing 4 on a 5 frame Squares and rectangles, 4 sided shapes including in the environment</p> <p>4 actions e.g. 4 hops, 4 jumps, 4 claps Composition of 4 (2 is a part of me, 2 is a part of me and the whole of me is 4; 3 is a part of me, 1 is a part of me and the whole of me is 4)</p> <p>4 being the fourth number, its position on a number line, ordinal numbers Numicon 4</p> <p>Dice 4 Subitising 4 The numeral and formation of 4 Number 4 in the environment Representing 4 using marks, pictures and finger Matching numeral to quantity</p>
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Summer 1			Summer 2		
5	1 more 1 less	Shapes	My Day	Positional Language	Capacity
Children continue to subitise up to 5 items and to count forwards and backwards to 5 accurately	The children will use real objects to see that the quantity of a group can be changed by adding more.	The primary focus in relation shapes should be on the properties of shapes. For example, children	Children talk about night and day and order key events in their daily routines, such as waking	Children need opportunities to be exposed to and to use the language of position and direction; <i>Position: 'in',</i>	Encourage children to build on their understanding of full and empty

<p>using the counting principles.</p> <p>They represent up to 5 items on a five frame.</p> <p>Number blocks episode 5 Counting to 5 Finding 5 objects Representing 5 on a 5 frame Pentagons, 5 sided shapes including in the environment</p> <p>5 actions e.g. 5 hops, 5 jumps, 5 claps Composition of 5 (3 is a part of me, 2 is a part of me and the whole of me is 5; 4 is a part of me, 1 is a part of me and the whole of me is 5)</p> <p>5 being the fifth number, its position on a number line, ordinal numbers Numicon 5</p> <p>Dice 5 Subitising 5 The numeral and formation of 5 Number 5 in the environment Representing 5 using marks, pictures and finger Matching numeral to quantity</p>	<p>The first, then, now structure can be used to create mathematical stories in meaningful contexts.</p> <p>Children continue to count, subitise and compare as they explore one more and one less. Prompt children to see the link between counting forwards and the one more pattern and back and the one less pattern.</p>	<p>should be encouraged to notice and describe shapes in the environment and talk about the properties using words such as 'straight/flat/round/curved'.</p> <p>When teaching the names of shapes, wherever possible, real life shapes in the environment should be used.</p> <p>Note that only flat surfaces should be referred to as faces. Include sorting of natural shapes; the children may sort stones, for example, into sets that have straight edges, sets that have curved edges etc.</p>	<p>up, coming to school, dinner, bed time.</p> <p>They use language to describe when things happen e.g. day, night, morning, afternoon, before after, today, tomorrow.</p> <p>Encourage the vocabulary of first, next, then and possibly last.</p> <p>Children explore measuring time</p>	<p>'on', 'under'. Direction: 'up', 'down', 'across' Children also need opportunities to use terms which are relative: 'in front of', 'behind', 'on top of'. Create as many opportunities as possible to explore this language such as hunting for hidden objects with some prompts (e.g. look behind the shed).</p>	<p>Provide opportunities to explore capacity with different materials such as water, sand, rice and loose parts</p> <p>Initially children should be exposed to the comparison of full, half full, empty using the same container.</p> <p>Provide different sized and shaped containers to investigate, When comparing capacities directly children can pour from one container to another to find which holds more or less water.</p>
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