
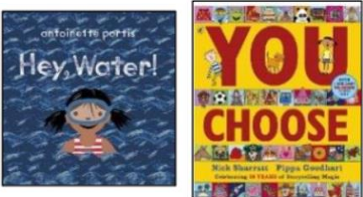
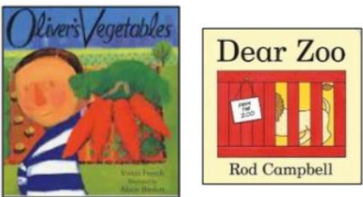
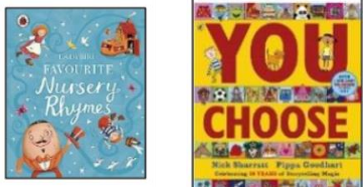
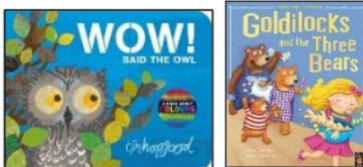


| <b>‘AUTUMN 1 (7w)</b>  | <b>AUTUMN 2 (7w)</b>   | <b>SPRING 1 (6w)</b>  | <b>SPRING 2 (4w)</b>   | <b>SUMMER 1</b>  | <b>SUMMER 2</b>  |
|--|--|---|--|--|--|
| <b>Marvelous Me</b>  | <b>Lights, Camera, Action</b>  | <b>Tell Me a Story</b>  | <b>Animals and Art</b>   | <b>Growing Gardens</b>   | <b>Ready, Steady, Go</b>   |
| <b>Nursery? Not today</b><br>The names of the areas of provision in their nursery, e.g. sandpit, paint and what an ambulance is.   | You Choose<br>The names of different family members. Know some different homes, places and ways to travel, that it is ok to make different choices from their friends. | <b>Golilocks and the 3 Bears</b><br>The difference between right and wrong. That some simple phrases from the story and use them to join in.                            | <b>Dear Zoo</b><br>What a zoo is, what a pet is And the names of the animals from the story.   | <b>I want My Hat Back</b><br>The names of different animals. The difference between a lie and the truth and why we shouldn't tell lies.  | <b>I Want to be...</b><br>What a doctor is and some of the things they do and about medicine safety. |
| <b>Come Over to My House</b><br>That all people are different. That we should be kind to other people and include everyone.  | <b>Funnybones</b><br>What a skeleton is and how to keep safe in the dark.  | <b>Ladybird Favourite Nursery Rhymes</b><br>All or most of the words and actions for eg: Humpty Dumpty. The meaning of most of the words in both nursery rhymes         | <b>Billy and the Beast</b><br>Names of animals that live in a forest. What a healthy snack is that sometimes you feel cross when you are hungry. | <b>Mabel and the Mountain</b><br>That it is important to believe in yourself. That some things will be hard but we shouldn't give up.  | <b>Hey! Water</b><br>The different places you find water and the different uses for water.           |
| <b>Who Are You?</b><br>Some of the things that make them who they are. That their eye and hair colour and whether their hair is straight or curly.                                       | <b>Meg and Mog</b><br>What a witch is and some of the things they get up to. That problems don't always get solved at the end of a story.                              | <b>Big Book of Kindness</b><br>What kindness is. That there are some ways to be kind and some things they could share.  | <b>Elephant in my kitchen</b><br>That animals live in different places and some things we can do to look after the planet.                       | <b>Oliver's Vegetables</b><br>That vegetables are good for you. That some vegetables grow in the ground. That you have to try new things to decide whether you like them or not. | <b>Lost and Found</b><br>What lonely and lost mean That penguins live in the South Pole.             |
| <b>People Need People</b><br>Why people need people and how to share and why it is important.  | <b>Wow! Said The Owl</b><br>Why owls usually come out at night and name some simple differences between day and night.   | <b>Ravi's Roar</b><br>That people get angry / upset for lots of different reasons That it is okay to get angry / upset. That you should say sorry if you upset someone. | <b>Oi Frog</b><br>Some new animal names and some characteristics of different animals  | <b>Rain before Rainbows</b><br>That everyone has good and bad days / times. What a worry is and that friends can help us.  | <b>First Heroes Series</b><br>What an inventor is and why we need inventors.                         |
| <b>In Every House in Every Street</b><br>That people's homes are different. That people do different things in their homes. What a worry is / be able to talk about / name some worries. | <b>Christmas celebrations</b>  | <b>Celebrations – Chinese New Year 29<sup>th</sup> Jan</b>  |  |  |  |

|  | AUTUMN  |                        | SPRING   |                 | SUMMER   |  |
|--|---|------------------------|--|-----------------|--|--|
| Topic Theme  | Marvelous Me  | Lights, Camera, Action | Tell Me a Story  | Animals and Art | Growing Gardens  | Ready, Steady, Go  |
| <b>Word reading, decoding and fluency</b>  |   |                        |  |                 |  |  |
| <b>Phonics<br/>(Games/Activities Within Play)</b>  | Environmental sounds  | Instrumental Sounds    | Body Percussion  | Rhyme & Rhythm  | Alliteration   | Voice Sounds<br>Oral Blending                                |
| <b>Tuning into sounds</b>  | Recognise and respond to many familiar sounds, e.g. turning to a knock on the door, looking at or going to the door.  |                        | Can recognise sounds in the environment.<br>Can identify the difference between the sounds of two instruments, e.g. shaker and drum  |                 | Can experiment with and distinguish between different voice sounds, e.g. wheeeee, whoosh, swish, ouch, aaaaaah!  |  |
| <b>Fluency</b>   | Joins in with CUSP Early Foundations Structured Story Times fluency opportunities, e.g. echo reading / copy my voice opportunities, learning the pace, intonation and expression of different stories and rhymes.   |                        |  |                 |  |  |
| <b>Comprehension</b>   |   |                        |  |                 |  |  |
| <b>Paying attention to print</b>   | Notice some print, such as the first letter of their name, a bus or door number.  |                        | Begin to recognise familiar logos from children's popular culture, commercial print or icons for apps.   |                 | Begin to understand that print has meaning.  |  |
| <b>Enjoyment and engagement with books and reading</b>   | Enjoy rhythmic and musical activity with percussion instruments, actions, rhymes and songs, clapping along with the beat and joining in with words of familiar songs and nursery rhymes.<br><br>Sing songs and say rhymes independently, for example, singing whilst playing. |                        | Enjoy sharing books with an adult.<br><br>Pay attention and respond to the pictures or the words.<br><br>Have favourite books (stories and non-fiction) and seek them out, to share with an adult, with another child, or to look at alone |                 | Has some favourite rhymes, songs, poems or jingles.<br><br>Repeat words and phrases from familiar stories.<br>Develop play around favourite stories using props. |  |
| <b>Demonstrate understanding of what has been read to them by retelling stories and narratives</b> | Begins to be aware of the way stories are structured, and to tell own stories.  |                        | Talks about events and principal characters in stories   |                 | Can report when talking about stories  | Is beginning to reason logically when talking about stories. |

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| <p><b>Anticipate – where appropriate – key events in stories</b></p>   | <p>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</p> <p>Is beginning to predict when reading stories, e.g. suggest how a story might end.</p>   |
| <p><b>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play</b></p> | <p>Begin to use story language in imaginative play<br/><i>e.g. neat, match, scrubbed, bare, scrappy, flood, hunted, mistake when talking about Pete / acting as Pete from Tidy by Emily Gravett.</i></p> <p>Uses words they have heard in conversations about stories<br/><i>e.g. rescuing, groceries, earliest, recycled when talking about The Good Egg by Jory John.</i></p> |
| <p><b>Vocabulary Development (Re: Communication and Language)</b></p>  | <p>Build up vocabulary that reflects the breadth of their experiences.</p> <p>Understand at least 1000 words.</p> <p>Is beginning to connect words, e.g. animal words, words for body parts, words related to the home / garden.</p>  |
| <p><b>Listening to stories and rhymes</b></p>  | <p>Listen to familiar stories with increasing attention and recall.</p> <p>Join in with repeated refrains and anticipate key events and phrases in rhymes and stories</p>   |

| UTW History Focus   | Geography and RS Focus  | UTW – Science Focus  | EAD – Art and Design Technology   | EAD – Music, Drama and Dance Focus  |
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