|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Date and Focus** | **Literacy: Reading and Writing** | **Vocabulary** | **Communication and language.** | **Understanding of the** **World** | **Rhyme/ song** |
| W/b: 9/9/24Settling 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:16/9/24Settling 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. | Row, row, row your boat |
| W/b:23/9/24We’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. | Head,Shoulders knees and toes |
| W/b:30/9/24Colour Monster | Read: The Colour Monster. | **Happy** **Sad****Angry****Calm****Lonely Emotions** **Fair****Confused** **Upset****Frustrated** **Worried** | Discuss how you are feeling with a partner. |  | If you are happy and you know it…. |
| W/b: 7/10/24Brown 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. | 5 currant buns |
| W/b: 14/10/24Once 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: 21/10/24 | 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? |  | I went to the animal fair |
| W/b: 4/11/24Pumpkin 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? | Incy wincy spider. |
| W/b:11/11/24 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. | Autumn leaves are falling down |
| W/b: 18/11/24Nursery 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. |  A variety of Nursery rhymes. |
| W/b:25/11/24Rosie’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. | 1,2 buckle my shoe |
| W/b: 2/12/24People whohelp us.Visit from Fire Service | Write an invitation to the Fire person. Make a class book about the visit. | Fire engineHoseLadderEmergency | 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: 9/12/24People whohelp us**Nurse visit** | Write labels for the photos taken during the visit.Write a thank you card to the Nurse. | NurseStethoscopePulse | 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? | Miss Polly had a dolly |
| W/b:16/12/24Stick 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. | 5 little elves song |