



These themes are set up as a broad base to be explored through children's interests. Should an interest emerge through child initiated play, that is not workable within the topics below, planning will be created within this theme.

	Autumn	Spring	Summer
Themes	Me and my interests – settling in	The natural environment, animals and plants	Traditional tales, stories and people (communities)
Key Questions	Tell me about your home? What do you eat at home? What clothes do you like to wear? Who lives with you? Have you got any pets?	What does Spring look like? What can you see? What is the weather like in Spring? What happens to trees and flowers during Spring? Discuss animal names including baby	What is your favourite story? Why do you like/dislike the story we have read? Can you share a story with your friend? What jobs do your parents have? What job would you like? How are people different?
Area of Learning	Communication & Language Sing favourite song What books do you like? Can you find a friend to help you with...?	Communication & Language Can children recognise and respond to many familiar sounds? E.g. farm animal noises. Similarities and differences between seasons	Communication & Language Children to anticipate key events and phrases in rhymes and stories. Can children define words in books we read as a whole class? What does mean? Check for understanding.
	Physical Development Personal challenges-can you hop/jump, can you find a space? Fine motor – mark making, tweezers – pick favourite colour Repeat patterns in rhymes - clap	Physical Development Welly Walk opportunities – Spring listening walks, what have you observed? To gain confidence and control when using one-handed tools and equipment. Selecting a variety of leaves and using hole punch for threading opportunities.	Physical Development Using large wooden blocks and cardboard boxes can children work together to create a house for The Three Little Pigs? Access climbing frame outside to act out the story of The Three Billy Goats Gruff and explore movement such as; crawling, sliding.
	Mathematics What is your house door number? How old are you? How many people live in your house? Build where you live Daily calendar	Mathematics Begin to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. Children have access to farm yard and animals. Measure plants – non-standard units	Mathematics Designing plans in block area and represent numbers. E.g. Gingerbread man house. Maps including shapes and patterns e.g. Little Red Riding Hood, local community. How have we grown?

	<p>Literacy Name recognition Free mark making Talking about drawings How to handle books</p>	<p>Literacy Promote writing opportunities in all areas. E.g. creating a farm shop in role play (shopping lists) Name writing on all pieces of produced work using name cards to support. Outdoor mark making – water, chalk</p>	<p>Literacy Access story sacks (from library). Traditional Tales / Fairy Tales in area. Character word mats on writing table. Party invitations (Cinderella) Letters and envelopes. Stories linked to people of interest.</p>
	<p>Understanding the World Where do you live? Sharing about family Mirrors Photos of friends – learn names</p>	<p>Understanding the World Finding out table – grow own cress. Record and observe daily changes, children to keep own record of process. End result children make their own cress sandwich/ take home.</p>	<p>Understanding the World Finding out table – small world people. Fairy tale small world Around the world finding out. ICT to access fairy tale games.</p>
	<p>Expressive Art and Design Self portraits Paint your family Act out familiar situations Create a dance to your favourite song Handprints</p>	<p>Expressive Art and Design Observational Spring pictures, fresh flowers, bulbs, seeds can be accessed on the craft table for children to draw and paint. Build stories around toys, e.g. farm animals needing rescue from the fox. Tree rubbings</p>	<p>Expressive Art and Design Junk modelling opportunities – creating own community. Role play – fairy tales, dressing up and use available resources to create props to support role play. Clay storyboard</p>
	<p>PSED Introduce classroom Learning school rules and routines Introduce carpet and calendar Teach awareness of selves and others</p>	<p>PSED Promote opportunities for children to be confident to talk to others and when asking adults for help. Encourage and promote concept of fairness and taking turns. How to care for animals/plants</p>	<p>PSED Understanding differences within our nursery friends. Morals of stories e.g. good, bad. Opportunities for religious discussion. What makes people good at their jobs? Transition to Reception.</p>