

<u>Nursery</u>						
	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Topic:	Super Duper Me!	Why are leaves crispy?	Will you read me a story?	What's inside an egg?	How does your garden grow?	Why is Water Wonderful?
Texts / extracts / poems covered (Cycle 1)	<u>We are Family (T4W Text)</u> What I like about Me! Peace at Last Superhero Gran Only One You Kipper's Birthday	<u>Leaf Thief (T4W Text)</u> Hodge the Hedgehog Pumpkin Soup The Very Busy Spider Hello Winter We're Going on an Elf Chase	<u>The Three Little Pigs (T4W Text)</u> The Smartest Giant in Town Stanley's Stick Zog Aliens love Underpants Mr Wolf's Pancakes	<u>The Very Hungry Caterpillar (T4W Text)</u> Odd Egg Lifecycles: Egg to Chicken Mad about Minibeasts The Bumble Bear Matisse's Magic Trail	<u>Olivers Vegetables (T4W Text)</u> Yucky Worms Kitchen Disco Titch Sam plants a Sunflower	<u>The Great Storm Whale (T4W Text)</u> Once upon a Raindrop Sharing a Shell Billy and the Pirates Tiddler Gigantic
Topic:	My family and Me!	Is it shiny?	Will you read me a story?	Can we explore it?	How many colours in a Rainbow?	What lives in a jungle?
Texts / extracts / poems covered (Cycle 2)	<u>Goldilocks and the Three Bears (T4W Text)</u> Five Minutes Peace When we Grow up Pablo's Feelings Hello Autumn Leaf Man	<u>How to Catch a Star (T4W Text)</u> Whatever Next Beegu Moon One Snowy Night Grumpy Badger's Christmas	<u>Three Billy Goats Gruff (T4W Text)</u> The Tiger who came to Tea Little Red Riding Hood The Gruffalo The Magic Crayon Hairy McClarey	<u>We're Going to find a Monster (T4W Text)</u> Where the Wild things are Little Bear's Spring Grandads Island Naughty Bus There's a Tiger on the Train	<u>How to Catch a Rainbow (T4W Text)</u> How to grow a rainbow Rainbowsaurus Festival of Colours Red Rockets and Rainbow Jellies A Colour of his Own	<u>I am a Tiger (T4W Text)</u> Alan's Big Scary Teeth Poo in the Zoo There's a Tiger in the Garden The Animal Boogie Jungle Jamborie

Rationale:	<u>Cycle 1:</u> We are Family - Diversity, Families, Belonging, love, connection, routine, emotions, differences and similarities, rhythm and rhyme	<u>Cycle 1:</u> Leaf Thief - Autumn, animals, friendship, understanding of emotions, compassion, listening to one another, manage worry, overcome challenges, promotes language development	<u>Cycle 1:</u> The Three Little Pigs - Homes, links to construction, materials, hard work and preparation leads to success, sharing, cooperation, problem solving skills, cause and effect, traditional tale	<u>Cycle 1:</u> The Very Hungry Caterpillar - Days of the Week, healthy eating, changes – Life cycles, rhythm, rhyme, simple language, counting, repetition, colours	<u>Cycle 1:</u> Olivers Vegetables - Growing, vegetables, healthy eating, benefits of different vegetables, days of the week, vegetable identification, family, relationships, gardening	<u>Cycle 1:</u> The Great Storm Whale - Ocean, beach, families, friendship, belonging, weather, loneliness, saying goodbye, compassion, kindness, nature, environment, rich vocabulary, strong models of language, empathy
	<u>Cycle 2:</u> Goldilocks and the Three Bears - Families, sizes, Traditional tale, Right and Wrong, consequences of actions, encourages creative expression, boundaries, empathy, connection to own lives <u>Fundamental British Values:</u> • Mutual respect and tolerance <u>R.R.S.</u> • Identity article 8 • Name and nationality article 7 <u>Protected characteristics:</u> Age - Characteristics about themselves and others	<u>Cycle 2:</u> How to Catch a Star - Night and day, pursuing dreams, determination, perseverance through disappoint, wonder of the natural world, the joy of achieving a goal, language development, vocabulary acquisition, critical thinking skills <u>Fundamental British Values:</u> • Individual Liberty • Mutual respect and tolerance <u>R.R.S.</u> • Health, Water, Food and	<u>Cycle 2:</u> The Three Billy Goats Gruff - Traditional tale, builds on phonological awareness, repetition, new vocabulary, supports narrative comprehension, develops oral language skills, value of teamwork, bullying, overcome challenges, family, belonging, risk taking <u>Fundamental British Values:</u> • Rule of Law	<u>Cycle 2:</u> We're Going to find a Monster - Repetitive language, family, adventure, outdoors, bravery, vocabulary - exposure to descriptive words, comprehension, sequencing, empathy, understanding of differences, critical thinking skills, understanding of others emotions, maps <u>Fundamental British Values:</u> • Democracy • The Rule of Law	<u>Cycle 2:</u> How to Catch a Rainbow - Colours, how rainbows are made, weather, imaginative problem solving, creativity, appreciation of nature, outdoors, perseverance, new vocabulary linking to shape colours and the process of invention. <u>Fundamental British Values:</u> • Mutual respect and tolerance <u>R.R.S.</u> • Health, Water, Food and Environment Article 24	<u>Cycle 2:</u> I am a Tiger - Animals, imagination, self acceptance, supports understanding the difference between reality and make believe, dreaming big, goal setting, high aspirations, diversity, own identity, differences <u>Fundamental British Values:</u> • Individual Liberty • Mutual respect and tolerance <u>R.R.S.</u> • Identity article 8

	Being married or in a civil partnership - Different types of families Disability - Celebrating differences and who they are Religion, belief or lack of religion / belief - Looking at themselves and their families, their heritage. Celebrations for different religions and why they are important. Celebrations throughout the year including Diwali, Hanukkah, Christmas, Lunar New Year, Lent, Easter, Ramadan, Eid al-Fitr, Eid alAdha	Environment Article 24 Freedom of thought and religion Article 14 <u>Protected characteristics:</u> Disability - Celebrating differences and who they are. Seasonal changes - diversity in the colour of leaves during the autumn time Age - life stages of plants, animals and humans Religion, belief or lack of religion / belief - Celebrations for different religions and why they are important. Celebrations throughout the year including Diwali, Hanukkah, Christmas, Lunar New Year, Lent, Easter, Ramadan, Eid al-Fitr, Eid alAdha	- Mutual respect and tolerance <u>R.R.S.</u> - Food, Clothing, Safe Home Article 27 - Health, Water, Food and Environment Article 24 <u>Protected characteristics:</u> Being married or in a civil partnership - Different types of families Age - life stages of plants, animals and humans Religion, belief or lack of religion / belief - Celebrations for different religions and why they are important. Celebrations throughout the year including Diwali,	<u>R.R.S.</u> - Health, Water, Food and Environment Article 24 - Life, Survival and Development Article 6 <u>Protected characteristics:</u> Disability - Celebrating differences and who they are. Religion, belief or lack of religion / belief - Celebrations for different religions and why they are important. Celebrations throughout the year including Diwali, Hanukkah, Christmas, Lunar New Year, Lent, Easter, Ramadan, Eid al-Fitr, Eid alAdha	<u>Protected characteristics:</u> Age - Characteristics about themselves and others Being married or in a civil partnership - Different types of families Religion, belief or lack of religion / belief - Celebrations for different religions and why they are important. Celebrations throughout the year including Diwali, Hanukkah, Christmas, Lunar New Year, Lent, Easter, Ramadan, Eid al-Fitr, Eid alAdha	Name and nationality article 7 <u>Protected characteristics:</u> Age - Characteristics about themselves and others Disability - Celebrating differences and who they are Religion, belief or lack of religion / belief - Celebrations for different religions and why they are important. Celebrations throughout the year including Diwali, Hanukkah, Christmas, Lunar New Year, Lent, Easter, Ramadan, Eid al-Fitr, Eid alAdha
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By the end of each term most children in N2 should:	Reading • Listens to and joins in with stories and poems, when reading one-to-one and in small groups • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. • Begins to be aware of the way stories are structured, and to tell own stories. • Handles books carefully and the correct way up with growing competence Phonics • Begins to develop phonological and phonemic awareness • Shows awareness of rhyme and alliteration • Recognises rhythm in spoken words, songs, poems and rhymes	Reading • Knows information can be relayed through signs and symbols in various forms (e.g. printed materials, digital screens and environmental print) • Looks at and enjoys print and digital books independently • Shows interest in illustrations and words in print and digital books and words in the environment • Is aware of the way stories are structured, and to tell own stories. Phonics • Begins to develop phonological and phonemic awareness • Shows awareness of rhyme and alliteration • Recognises rhythm in spoken words, songs, poems and rhymes •	Reading • Talks about events and principle characters in stories and suggests how they might end. • Recognises familiar words and signs such as own name, advertising logos and screen icons • Knows that print carries meaning and, in English, is read from left to right and top to bottom Phonics • Begins to develop phonological and phonemic awareness • Shows awareness of rhyme and alliteration • Recognises rhythm in spoken words, songs, poems and rhymes • Claps or taps the syllables in words during sound play • Hears and says the initial sound in words			

