

To inspire the children, we introduce a theme every half term which creates curiosity and wonder. The theme this half term is 'I wonder what makes me, me?' Learning related to the world around us e.g. the seasons and natural world will also run alongside this theme. Our short term planning and enhancements in our continuous provision incorporates ideas and interests from the children.

Area of learning	Week 1 W/B 04/09/23	Week 2 W/B 11/09/23	Week 3 W/B 18/09/23	Week 4 W/B 25/09/23	Week 5 W/B 02/10/23	Week 6 W/B 09/10/23	Week 7 W/B 16/10/23	Week 8 W/B 23/10/23		
Key themes	My classroom and school	Me and my family	My new friends	How do I feel?	Where do I live? *Harvest	My body *Changing seasons	What do I like?	What do my grown-ups do? *Halloween		
Key texts	The Colour Monster goes to School  The Dot	The Great Big Book of Families  THE GREAT  BIG  BOOK OF FAMILIES  Mary Helman - No. Acquite  Mary Helm	Can I join your club?  CAN I JOIN YOUR CLUB?  Shorter Shipt Labors	The Colour Monster  The Gelour menster  The Colour	Here We Are  HERE WE  OLIVER SETTERS  Oliver's Vegetables	The Body Book  THE BODY BOOK  Leaf Man	You Choose  CHOOSE  No. Sharatt Pips Godhari  Choose Pitter of Societies States  The Choose Pitt	'Happy Families' books  Christopher Pumpkin  Sue Hendro Poul Linet  Pumpkin		
Personal, Social and Emotional	Children will be supported by adults to settle into their new school routines, with lots of short circle times and activities to ensure the children feel happy and secure in their new setting. Introductions of positive behaviour strategies and clear expectations within the classroom areas. Use of the book 'The Colour Monster' to discuss emotions with the children with an emphasis on using colour to help them express how they feel. (Zones of Regulation). Use of the book 'The Dot' is also used to encourage the children to explore art in many ways and to not be afraid to make their mark and to trust their ideas and be creative and unique.									



Communication and Language	Using phase one phonics skills, games, stories and rhymes to promote listening skills and understanding.  Introduce circle times to promote positive interactions with their new peers and adults to provide modelling within the areas of provision to expand on new vocabulary and build on relationships.  Introduce some simple Makaton signs - good morning, good afternoon and the signs for the different lunch options for the dinner register.		Introduction of Talk Partners to promote talk and turn-taking with a peer during focused activities.	Circle time to focus on feelings. Use of the book 'The Colour Monster' to discuss emotions with the children with an emphasis on using colour to help them express how they feel using the Zones of Regulation.	Encourage children to talk about where they live / where their family is from. Discuss different languages.  Develop confidence and speaking skills by standing up to share their weekend news / their turn with Eggward the Egg!	Introduce a rhyme/poem of the week to support focus on new vocabulary.	Develop discussions during milk and snack time to model language and different conversations and turn-taking skills.	Practise questioning skills when parents / carers come in to share details about their jobs.  Develop and build on skills to follow instructions.
Physical	Develop gross motor skills using the outdoors with an emphasis on large scale building and the use of the trikes.	Develop gross motor skills using the outdoors with an emphasis on large scale building, use of the trikes and exploring the climbing frame and pole.  Use of various sensory materials to	Cont to develop gross motor skills using the outdoor provision.  Introduction of gross and fine motor daily exercises.  Adult focus sessions on correct pencil	Cont to develop gross motor skills using the outdoor provision and enhancing it with various equipment to encourage gross motor skills. Use of various sensory materials to	Cont to develop gross motor skills using the outdoor provision and enhancement s. Use of various sensory materials to encourage mark making. Continue with	Cont to develop gross motor skills using the outdoor provision and enhancement s. Use of various sensory materials to encourage mark making.	Cont to develop gross motor skills using the outdoor provision and enhancements . Use of various sensory materials to encourage mark making. Finger Gym.	Cont to develop gross motor skills using the outdoor provision and enhancements.  Use of various sensory materials to encourage mark making. Finger Gym.  Daily gross and



		encourage mark making e.g shaving foam, paint, flour.  Begin adult focus sessions on correct pencil grip.  Offer pencil control sheets in the provision	grip.  Pencil control sheets in the provision	encourage mark making.  Introduction of Finger Gym activities /challenges to promote fine motor skills e.g. shelling peas, using tweezers, threading with pipe cleaners.  Daily gross / fine motor exercises.	gross / fine motor activities and Finger Gym.  *Practise using vegetable peelers - Harvest link.	Finger Gym.  Daily gross and fine motor exercises.	Daily gross and fine motor exercises.	fine motor exercises.
Literacy	Phonics phase 1 - Songs, rhymes, alliteration, body percussion, environmental sounds and oral blending and segmenting.  Introduction to writing areas.  Reading stories	Little Wandle Phonics  Phase 2 graphemes s,a,t,p  Name recognition  Story time with focus on listening and attention.	Little Wandle Phonics  Phase 2 graphemes i,n,m,d  Name recognition  Story time  Large scale mark making.	Little Wandle Phonics  Phase 2 graphemes g,o,c,k  Tricky wordis  Story time  Large scale mark making.	Little Wandle Phonics  Phase 2 graphemes ck,e,u,r  Tricky word- I  Story time  Large scale mark making.	Little Wandle Phonics  Phase 2 graphemes h,b,f,l  Tricky word-the  Story time  Large scale mark making.	Little Wandle Phonics  Phase 2 Assess and review  Story time Large scale mark making.  Letter formation	Little Wandle Phonics  Phase 2 Assess and review  Story time  Large scale mark making.  Letter formation



	linked to the theme with a focus on listening and attention.	Large scale mark making. Letter formation	Letter formation	Letter formation	Letter formation	Letter formation		
Mathematics	Settling in, introducing the areas of provision and getting to know the children. Lots of counting rhymes. Introduce key times of the day and class routines. Exploring the continuous provision inside and out. Where do things belong? Positional language.		White Rose Match, Sort and Compare Weeks 3 - 4		White Rose Measure and Pattern Weeks 5 - 6		White Rose It's Me 123 Weeks 7 - 8	
Understanding of the World	Reinforce games that promote learning each other's names. Share our Brough Bear holiday photographs to retell key events.	Talk about birthdays and set up the birthday board.  Name and describe people in their family. Discuss how families all differ.	To begin to appreciate that we are all different within our class and celebrate our differences.	Know how to show respect and care for the natural environment and all living things.	Look at where we live on a map of the local area and on Google Earth. Look at a map of the world and locate the different countries our families are from and places we have visited for a holiday.	Autumn walk using all of our senses to discuss the changes in season.  Investigate how our bodies work. What happens to our food once we swallow it? What are our five senses? What happens to	Conduct some taste tests to find out what we like and dislike. Link back to what we learnt about our senses last week.	Explore different jobs around the world. Discuss the jobs our grown-ups do. Encourage parents/ carers to come into school to share details about their job with the children. What is Halloween?



					Learn about Harvest. Look at a variety of different fruits and vegetables.	our hearts before and after we jump up and down for 10 seconds?		
Expressive Arts and Design	Introduction of self initiated creative area with the use of a variety of media.  Creating a unique piece of art, inspired by the story <i>The Dot</i> to celebrate their first week at school.	Self initiated creative area with the use of a variety of media.  Self portraits: Looking at the differences between me and friends.  Drawing our self portraits using a pencil.  *International Dot Day (15.09.23)	Self initiated creative area with the use of a variety of media.  Introduction of the Colour Wheel.  Self portraits: Adding detail  *Use of paints, pastels and fine felt tip pens to add detail to self portraits.	Self initiated creative area with the use of a variety of media.  Using knowledge learnt from the Colour Wheel last week to experiment with mixing powder paints and poster paints to create new colours.  Using colour and different media to show and express different feelings and moods - Colour Monster link.	Self initiated creative area with the use of a variety of media.  Making faces using fruit and vegetables, inspired by the artist, Guiseppe Arcimboldo.  Music  Clapping in time to the pulse / beat of the music	Self initiated creative area with the use of a variety of media.  Following on from the story 'Leaf man' creating our own leaf pictures and / or making paper mache bowls using autumn leaves.  Music  Introduction to hand percussion instruments.	Self initiated creative area with the use of a variety of media.  Music  Accompanying singing using instruments.	Self initiated creative area with the use of a variety of media.



		Music Singing and listening to nursery		
		nursery rhymes.		