|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Autumn 1 | | | | | | | | |
| At Montem Academy Nursery we are committed to always reviewing practice and approaches to ensure we deliver a high quality service.  We understand the importance of skills based learning and what impact this can have on a child's future learning. Alongside skill based learning we are always focussed on supporting a child's development through a range of experiences and topics. Topics are linked with reception and the some with the whole school, however, they are changeable depending on current things and upon the children’s’ interests. By acknowledging, and building on, children’s own interests we help children feel valued as an individual, someone who is an expert in their own life experiences. This also links with GRADES (skills, knowledge and personal development), helping everyone to excelthrough Pride and Ambition. | | | | | | | | |
| **TOPIC** | **CREATIVE** | **UNDERSTANDING OF THE WORLD**  **(History, Geog, Science)** | **LITERACY / READING** | **PSHE / RE** | **MATHS** | **PHYSICAL DEVELOPMENT** | **EVENTS** | **TRIPS AND VISITS** |
| **All About Me**  Me, My Family and my friends  **Farm animals**  Phonics (animal sounds)  **Phonics (environmental sounds)**  Sounds at home  What sounds outdoors | Home corner (autumn 1 ‘Moving in’) – domestic (kitchen)  End of autumn 1 / autumn 2 – introduce babies  \*Celebrate birthdays throughout the year  My first drawing  Self portraits- painting using skin coloured paints | When I was a baby project – parents bring in a photo of the child as a baby and the story behind choosing their name to share with the class. | Phonics – Environmental sounds  **Books from non-negotiable list (Home visit)**   * Goldilocks and the Three Bears * We're going on a Bear Hunt * Dear Zoo * The Very hungry Caterpillar   We are all different  You Choose  Peace at last  Children bring in their favourite book to show | **Our nursery rules**  Carpet time rules - ‘Good sitting’, ‘Good listening’ ‘Good looking’  “I can follow the rules” song  Being kind/ gentle hands  **Introduction to simple routines** – finding peg, name (self-registration) hanging up coat and bag.  “Hello” and “What’s your name” songs  Being Kind – sharing and turn taking  Making connections between their families and the differences in other people (such as skin colour). | Introduction to counting, sorting shapes into groups.  Water play – pouring and filling containers.  How many children are here today? Counting peers at registration times and modelling how to write the numerals. | Music and Movement  Gross motor using the climbing equipment outside.  Playdough  Sensory play    Water play – filling and pouring  Fine motor – jigsaws and simple puzzles. | Baby visit | Farm visit – childhood promise |
| Autumn 2 | | | | | | | | |
| **Festivals & Celebrations**  **Animals** that live in cold climates | Firework pictures  Recycled resources artwork | Bonfire night – fireworks  Seasons – Autumn and Winter. Noticing differences in the environment around us. Going on a nature walk.  Looking after our environment (indoors and outdoors) – introduction to recycling. Creating an art project using recycled resources. | Phonics – Instrumental sounds  Introduction to the Read Write In. videos. Fred games  Introducing children to non-fiction books – including autumn and winter  Rhyme and poem books – including rhyme puppets and cards  How to look after books – turning pages.  The Gingerbread Man – repeating phrases. | Christmas – The Christmas story. Why we have Christmas (Christianity).  Looking after our environment – introduction to recycling.  Reflecting on the rules and routines we learnt in Autumn 1. | Number songs  Using our fingers, marks and pictures to represent numbers  Fast recognition of numbers up to 3 (introduction to subsidising) | Using large muscle movements – flags / steamers / scarves / ribbons  Large chunky chalks to make big movements outdoors on the ground. | Nursery Rhyme week |  |
| Spring 1 | | | | | | | | |
| **Jan intake**  **Transport and travel**  (Africa / Asia / Australia / Europe / including other countries that reflect the class)  Eco (travelling in an environmentally friendly manner)  **Healthy living**  Eco (improving mental and physical well being)  **Jungle animals (Safari)** | Chinese New Year - making dancing Dragons  Home corner – Tea party | Non negotiable books (new intake and support ch with listening and attention less able children with small group story time)  Transport on land, air and water  Chinese New Year  Knows that there are different countries in the world. Learn that we live in England (British Values)  Talk about holiday experiences | The tiger who came to tea  Phonics – Read Write Inc. videos  General sound discrimination – body percussion  Understanding of how a book is structured  Dear zoo (animal pattern)  Gruffalo  Sneezy Bear  Transport books (fiction and nonfiction) – use book as a hook  Three Little Pigs / The Three Billy Goats Gruff / Goldilocks and the three bears  Books on healthy food / tooth brushing  Songs – brush your teeth / catch your sneeze in your elbow / handwashing | Healthy Me – circle time (“I like…” | Introduction to naming 2D shapes and noticing them in the environment around us  Size – big and small  Noticing patterns in pictures | Sequence of patterns and movements  Fine motor strengthening activities (such as dough gym / penpal warm ups)  Riding scooters / bikes / trikes (Bike ride around the school).  Yoga | Oral health visit |  |
| Spring 2 | | | | | | | | |
| People who help us | Junk modelling – make an emergency vehicle  Finger painting (or printing, like the police) | People who help us and showing an interest in other occupations.  Exploring our local community  **Pancake Day / Easter**  Life cycles – order butterflies | Letter writing and post office  Writing a thank you letter for our visitors  Phonics – Read Write Inc. videos  A focus on rhythm and rhyme – oi books  The Very Hungry Caterpillar / The Enormous Turnip  Fiction and nonfiction books on people who help us | Learning our address  Make badges to wear for being helpful – ask children to pick who wears them | Introduction to naming 2D shapes and noticing them in the environment around us  To use positional language; directions  Using first, then, sequence of events  To describe a familiar route  Weight – use scales to weight things in a shop context | Police / Fire fighter training (obstacle course)  Use language to communicate a route, e.g. children to complete an obstacle course and talk about the route that they had taken.  Collaborates with others to manage large items, such as moving a plank safely | World Book Day  Living eggs | People who help us visits (Police / firefighter / nurse / lollipop lady) |
| Summer 1 | | | | | | | | |
| Growing /  Green fingers  \*Kings and queens (school link) | Crowns and castles | When growing seeds and caring for plants children demonstrate a basic understanding that to grow plants need water. | Phonics – Read Write Inc. videos – beginning set 1 sounds  Alliteration / Rhyming string  Oliver’s Fruit / Oliver’s Vegetables  Fairy tales  Jack and the Beanstalk  Jaspers Beanstalk  We’re going on a Bear Hunt  Name writing |  | Experimenting with symbols and marks as well as numerals | Digging – choose own resource to carry out own plan  Ball skills | Mental Health awareness week | Visit allotment |
| Summer 2 | | | | | | | | |
| Minibeasts  Eco (Biodiversity)  Water including Under the sea  Eco (protecting our most important resource and Marine, protecting rivers, canals, lakes, oceans, plants and animals)  \*Natural world (weather) – school link  Superheroes  Getting ready for school | Butterfly painting | Exploring how things work  Forces | Phonics – Read Write Inc. videos. Set 1 sounds  Tripod grip  Hear initial sound in words.  The very lazy ladybird / The very busy spider / What the ladybird heard  The Colour Monster (ready for Colour Monster starts school reception)  Mr Men Sports day | When I grow up….  Children will talk about their own abilities, strengths and talents. Recognising the strengths of others around them.  Children will learn how to embrace change and begin preparing to move onto reception. | To solve real life maths problems with numbers up to 5  To create ABAB patterns | Use scissors  Letter formation sheets - RWI  Getting ready for Sports Day |  |  |

Need to consider the background of the children- the area in slough and cultural backgrounds.