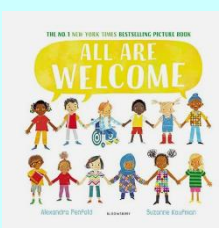
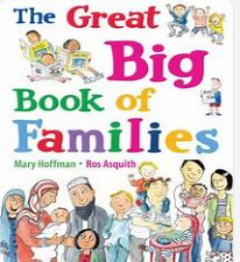
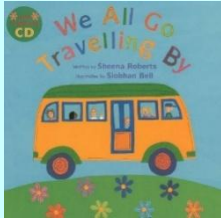
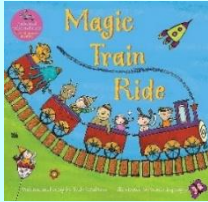
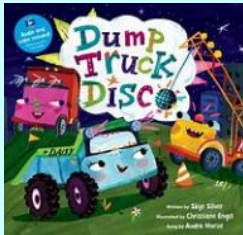
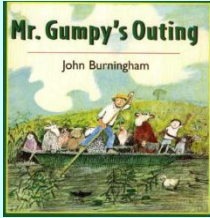
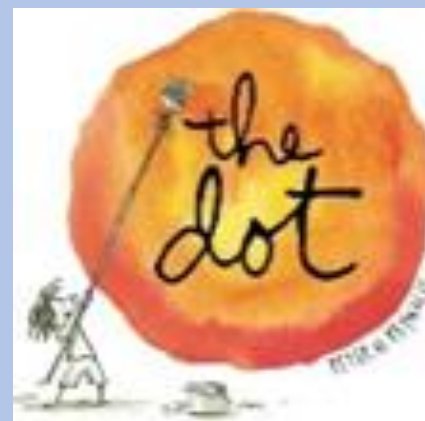


Date W/C	03/09/2026	07/09/2026	14/09/2024	21/09/2026	28/09/2026	05/10/2026	12/10/2026	19/10/2026
Significant events: Transition days into nursery Baseline Creating self portraits visit from a local transport worker Train spotting from the school field Parent stay and play								
Key texts	     							
Additional Texts: All about me Paddington bear, animal airport								
Vocabulary	Tier 1: family, mum, dad, brother, sister, pet, home, school, car, bus, train, shop, world, myself, name, surname. Tier 2: Aeroplane, air Steward, pilot, driver, ticket, village, town, city, Doncaster, Balby, passport, travel, Tier 3: Country, explore, journey travel holiday passenger ticket, land air water, transport, postcard, globe, map.							
Literacy: Reading	Children will work towards recognising and naming logos that are familiar to them. Children will understand that text has meaning and work towards recognising their names. In their Phonics sessions they will begin to develop fundamental listening skills though exploring environmental and instrumental sounds.							

Literacy: Writing	Children will develop a preference for a dominant hand as they make marks. They will work towards meanings to the marks they make on paper when supported/ questions by an adult. Focusing on drawing themselves, families, homes, friends, modes of transports. Children will use their imagination to draw and create a range of settings and characters inspired by the Drawing Club approach.
Literacy: Comprehension	Children will learn a different nursery rhymes to build a library of rhymes and songs they can join in with. Children will develop a love of reading through sharing books with adults. Children will be supported to remember refrains from the story through story songs and actions.
Maths: Number	When children begin their number learning they will start by focusing on one number per week. In Autumn 1 they will look at numbers 0, 1, 2 and 3. They will explore the value of the number through different activities and resources. They will become familiar with the numeral, numicon, finger value, amount, and ways to represent it.
Vocabulary	Tier 1: Zero, one, Two, number, fingers Tier 2: count, nothing, amount, how many Tier 3: Touch count, numicon, cubes, counters, abacus, numeral, represent
Math's: Numerical Pattern	Children will explore, select and combine shapes and objects to build models and structures, using simple shape and positional language. Children will learn to recognise and name different colour. They will get better at categorising objects into groups by their colour. Children will develop confidence in listening to, joining in with and say number names in order through songs, rhymes, movement and play.
Vocabulary	Tier 1: sing, song, colour, shape, build Tier 2: Red, Blue, Yellow, Green, Orange, Red, Purple, Blue, Brown, White, Black, Pink, Group, Same, different Tier 3: Flat, stack, roll, curved
Understanding the World	Children will explore themselves and their families comparing them with children in their class and children around the world.

People and Communities	We will explore our local environment and how people travel around it. We will question if this is the same mode of transport we would use to travel the world.
Past and Present	Children will look at how people have travelled around the world throughout time. Comparing different transport from past and present and showing preference to how they would like to travel. Children will look at how we communicate when we go on holiday. They will look at how this has changed through time from sending letters and post cards to video calls and texts.
The Natural World	We will learn that there are different countries in the world and talk about how they are different to where we live. We will look at different home, schools and weather and compare it to where we live to see if it is the same or different.
Expressive arts and Design:	Children will be provided with different materials to construct and build houses, trains, and cars. Allowing them to explore different methods of changing and joining a variety of materials. They will be encouraged to design and build with a purpose in mind.
Creating with Materials	Children will learn the names of colours and explore colour mixing. They will record their findings of how to make different colours so they can revisit this knowledge in the future. Children will have opportunities to develop art and design skills through different crafting activities planned around the myself and my world topic. Which includes modeling with play dough, painting and using different materials to decorate. When exploring environmental, instrumental and body percussion sounds children will use drawing to represent movement and noises. Artist work - Wassily Kandinsky Children to use their knowledge of colours and mixing colours to create their very own Wassily Kandinsky painting. Children to paint using large and small brushes.



Expressive art and Design: Being Imaginative and Expressive	Children will explore the small world and role play and begin to develop stories using available resources. Children will be supported to make imaginative and complex 'small worlds' with blocks and construction kits, cardboard boxes, chalk, and other available resources. They will be encouraged to work collaboratively to build a city with different buildings and a park. Drawing on their knowledge from their local area. When learning environmental, instrumental and body percussion sounds children will listen with increased attention to sounds, respond to what they have heard, expressing their thoughts and feelings. Children will explore and experience playing musical instruments and practice Playing instruments with increasing control. Children will be provided with opportunities to create their own songs using instruments and body percussion. Children will learn a different nursery rhymes to build a repertoire of songs they can sing.
Design and Technology	Cooking and Nutrition Within EYFS children will have opportunities to:

	Talk about healthy and unhealthy foods - Explore and taste some different foods that help our teeth stay healthy. Talk about having a balance of these. Talk about likes and dislikes. Use a range of tools with care and precision. Decorating biscuits Design: Developing, Planning and Communicating Ideas Children will be provided with opportunities to work together to develop and realise creative ideas. Encouragement will be given for children to think about and discuss what they want to make. Products will be looked at to generate inspiration and conversation about art and artists. Make All children will be provided with a range of materials for children to construct with. Evaluate All children will discuss problems and how they might be solved as they arise. All adults will reflect with children on how they have achieved their aims. Technical Knowledge All children will be taught different techniques for joining materials, such as how to use adhesive tape and different sorts of glue. Children will be provided with a range of materials and tools and be taught how to use them with care and precision.
Role Play	Children act out their home life in the home corner. Taking on roles of the different people who live in their home and acting out daily routines.
Communication and Language: Listening, attention and understanding.	In Autumn 1 Adults are supporting children to pay attention, listen, and follow in directed activities. They will be supported to begin to answer simple questions linked to activities and interest. Children will develop the ability to tune into sounds and listen to and remember them. We will explore environmental and instrumental sounds. Build a repertoire of songs and rhymes through rhyme/song of the week.
Speaking	Children will use language taught in sessions to begin talking about environmental, instrumental and body percussion sounds they can hear.

	They will be supported by adults in the setting to use vocabulary taught through the topic and staff will model and encourage children speaking in full sentences. Children will build confidence to start having conversations with members of staff and children in the settings. Talking about their family and interests. Adults will scaffold one-word answers into short spoken sentences in play and directed activities to promote children speaking in full sentences. Children will join in with parts of songs and rhymes they are learning as they learn a new Nursery rhyme each week and focus on a new story every two weeks.
Personal, Social and Emotional Development	Self-Regulation Children will learn: - School routines and expectations. Behavioral expectations, how to sit on the carpet, how to line up, how to walk through school. - School resources are to be shared. Staff will support children in understanding this concept by modelling and supporting sharing and turn taking. - Following simple one step instructions. E.g., Sit on the carpet. - Know they can ask for help and express their feelings when upset. - Can settle themselves when coming into school knowing they have positive relationships with adults and children in Nursery. Managing self Children will learn: - To join in with carpet time and directed learning activities with the support of staff. - Celebrate their own and their peers' achievements through proud clouds, celebration assemblies and star of the day awards. - To recognise when their behavior was not in accordance with the rules and why it is important to respect class rules and behave correctly towards others - Children will learn where the toilets are in the setting and will use them with increasing confidence. They will develop good hygiene practices washing their hands after using the toilet, before snack and lunch and regularly throughout the day. - Children will be encouraged to try different fruits and vegetables during snack time and encouraged to stay hydrated throughout the day. Building Relationships Children will learn: - How to form friendships with the other children in their class. Learning the names of their peers and Teachers. Adults will

	model how to play and interact with other children. -Children will share information about their special relationships when talking about their families and find common interests to bond over with their peers.
Physical Development	Gross Motor Children will: -Learn to sit correctly on the carpet. -Learn to line up and walk around school sensibly in a line. -Clap and stamp to music. -Build control of their whole body through continual practice of large movements (walking, running, jumping, and climbing). -Enjoy moving around the outside and inside of the Early Years setting. -Use large-muscle movements to paint, construct and make marks. -Fit themselves into spaces, like tunnels, dens, and large boxes, and move around in them. Fine Motor Skills. Children will: - Use a range of different resources and tools to build and construct. -Begin to learn how to safely use tools to make change. - Explore different materials and tools. - Begin to zip their own coat up with some support. - Begin to eat and drink independently. - Develop a dominant hand.
Religious Education	Creation and Covenant Children will experience, be taught through, and learn by understanding, discerning, and responding. Children will learn about the creation story; God made me and God made our beautiful world and everything in it.
RSE	Handmade with love. I am me
Music	Listening and responding to different styles of music. Learning to sing or sing along with nursery rhymes and action songs. Improvising leading to playing classroom instruments. Share and perform the learning that takes place. - Exploring Sounds (Vocal sounds, body sounds, instrument sounds, environmental

	sounds, nature sounds)
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