



This overview is fluid – it will be tweaked in line with the needs and progress of the cohort. Topics will be focussed on each week; most topics will last a week and occasionally for two. Stories and texts will be linked to the theme. We will use Little Wandle which is Letters and Sounds Revised. It is a complete early reading programme. High-quality phonics provision is essential for developing life-long readers, we will use the Foundations for Phonics materials to prepare children for phonics teaching in Reception. In Nursery we are developing a love of reading fostering a strong Reading for Pleasure culture in our setting. Aligning the topic to the reading and writing focus for the week encourages vocabulary and cultural capital, as well as ensuring a curriculum delivery with depth and breadth to provide the best outcomes for our children.

Term	Week	Topic	Texts/Media	Nursery Rhymes and Poems	Communication & Language with Vocabulary	Foundations for Phonics and Writing
Autumn1	1	Induction – Home Visits/ stay and plays				
	2	Induction – Home Visits/ stay and plays				
	3	Baseline Assessments Introduction to the setting. Following our school Golden Rules. Exploring the various areas within the setting. Looking after resources. Making effective and respectful friendships.	The First Day at School Starting School Stay Safe at School Sam Starts School Hugless Dugless Starts school	<a href="#">Wind the Bobbin Up</a> <a href="#">Head Shoulders Knees &amp; Toes</a> School Photo On the carpet	Renfrew Language scales – language screen	Getting settled into new setting and routine. Making relationships, learning about each other and growing confidence.
	4	<b>The Very Hungry Caterpillar</b> Sequencing events from the story. Food tasting and making fruit kebabs.	The Very Hungry Caterpillar Non-fiction books on minibeasts	Caterpillar cake	-To enjoy listening to longer stories. Very, hungry, caterpillar, eat, cocoon, butterfly, next, after, join in,	Developing vocabulary and prosody by learning lots of songs and finger plays.
	5	<b>The Bad Tempered Ladybird</b> Learning about minibeast in the world in which we live, their features, habitats and how to care for them Painting/drawing spiders	The Bad Tempered Ladybird Ladybird I love bugs Non-fiction books on mini beasts	Ladybird, ladybird	-To use longer sentences when talking about stories. Bad tempered, ladybird, fight, bigger, big, enough, join in,	Hearing initial sounds in words. Developing an effective pincer grip. Mark making. Use one-handed tools and
	6	<b>Spiders</b> Noticing features and webs. Looking out for these in our gardens/outside area. Painting/drawing spiders	The Very Busy Spider Walter’s wonderful web Non-fiction books on mini beasts	<a href="#">Incy Wincy</a>	-To continue to use a wider range of vocabulary. -To sing songs, remembering the words along with actions.	equipment, for example, making snips in paper with scissors. to make marks with



				Very, busy, spider, spinning, web, animals, next, after,	increasing control. Adjusting pressure
7	<b>Bears</b> Listening to Bear Stories Bear Dress Up Day	Going on a Bear Hunt Brown Bear	Bear hunt song <a href="#">Wiggly Woo</a>	-To use story language and retell a story. Think, notice, happen, repeated, join in, over, under, through it, Oh no! river, mud, grass, snowstorm, forest, cave, bear, swishy swashy, squelch squerch, stumble trip, tip toe, hoo whoo	
1	<b>Where's Lenny?</b> Read the Story Nursery Rhymes Blob Painting Food Tasting/Jam Sandwiches	Where's Lenny?	1,2,3,4,5 Once I caught a fish alive 5 Little Ducks	-To connect to the book through nursery rhymes, action songs, poems and songs that link to the text. Lenny, playing, hide, seek, counts, where's, aha, cupboard, sniffs, wagging, tail, goldfish, bubbling, blobs, jam, light, giggle, here's, ticking, laughing, hugging	Children need multiple opportunities to read and engage with the text. It is important that children have repeated experiences of high-quality texts. With planned opportunities for children to connect to the book through nursery rhymes, action songs, poems and songs that link to the text. This will provide opportunities for children to develop a rich repertoire of these rhymes and songs, which will support language development and enjoyment.
2	<b>Celebrations</b> Watching fireworks. Making firework pictures.	Non-fiction book on fire works Bonfire Night	Bonfire night song Firework poem	-To recognise and describe special times or events for family or friends. Fireworks, loud, bang, scared, excited, colours, bright, notice, see, page, print,	Teach children to hear the same initial sound for words and names of objects.
3	<b>Autumn</b> Noticing changes in our local environment. What shall we wear? What colours can we see? Autumn Walk – collecting leaves.	Rosie's Walk Non-fiction books on weather	<a href="#">Jacks &amp; Jill</a>	-To develop communication to discuss what is noticed in the environment. Autumn, walk, leaves, notice, spiky, round, colours, green, brown, yellow, behind, through, over, in front,	
4	<b>Pets</b> How do we care for them? Who has a pet?	Where's Lenny? Lenny and Wilbur Hairy Maclary	<a href="#">1-2-3-4-5 Once I Caught a Fish</a>	-To use a wider range of vocabulary to explain events e.g. experience of looking after pets.	



					Think, happen, next, pets, food, care, sleep, walk, hide, seek,	Teach children to blend CVC words using oral blending and objects. Teach children to find their name using their picture.  To learn the initial sounds <b>s/a/t/p/i/n</b>
	5	<b>Space</b> Where is Space? How can you get there? What special equipment do you need? Making rockets.	Astro Girl by the same author as where's Lenny Zoom, rocket, zoom Roaring Rockets Zim, Zam, Zoom Poetry book Non – fiction books on space On the Moon You choose in space	I am a little rocket Zoom, zoom, zoom Moon Rocket Let's go Zim, Zam, Zoom	-To sing songs and enjoy listening to poems remembering the words.  Astronaut, space, rocket, stars, space suit, space helmet	
	6	<b>Kindness</b> Understanding what it means to have kind hands and kind feet. How to make relationships effectively. How to be a good friend.	The book of kindness Sharing time Hands are not for hitting Hands are for sharing Everybody feels happy What makes you happy	Tommy thumb <a href="#">Twinkle Twinkle</a>	-To use language to talk about their feelings and what is kind or unkind.  Kind, kindness , friendly, caring, sharing, helping, upset, happy, sad, friends, help	
	7	<b>Healthy Lifestyles</b> This is our first week of school dinners in the hall. We will have lot of discussions on healthy choices. Drawing our favourite foods. Making fruit salad.	Oliver's Vegetables Oliver's fruit salad A healthy packed lunch	Pease porridge hot <a href="#">Oranges &amp; Lemons</a>	-To use longer sentences when talking about healthy choices.  Fruit, favourite, apples, oranges, pears, strawberry, healthy, school dinners, packed lunch, school, big, hall,	
	8	<b>Christmas</b> How can Christmas be celebrated? Developing tolerance and understanding of other faiths and beliefs.	Stick Man Nativity Story	Christmas songs	-To enjoy listening to longer stories.  Cover, author, illustrator, fiction. Christmas, Santa, chimney, family	
Spring	1	<b>The Snowman</b> Discussions about the weather. What we should wear in cold weather.	The Snowman Polar Bear Polar Bear	Rain, rain go away	-To describe what they have experienced.	The children will learn oral segmenting which is the process of breaking down



				Snow, fell, white, cold, winter, snowball, snowman, tangerine, coal, eyes. Came to life, too hot, cool down. Clothes, gloves, hat, scarf, boots. Flying city, sea, Father Christmas, party	words into phonemes (the smallest units of sound). Oral blending is the process of saying these sounds then blending them together into a word. It helps children identify and hear phonemes in words and blend them together to read a word. It is important that children have plenty of experience of listening to adults modelling oral blending and joining in with oral blending activities before they are introduced to grapheme–phoneme correspondence
2	<b>Animals</b> Where different animals live? Have you been to a Zoo? What animals have you seen?	Dear Zoo The star of the Zoo Hug	5 little monkeys Down in the jungle Zany Zoo Spots and stripes	<b>-To remember much of what happens in a story and retell it.</b>  Zoo, pet, animal, elephant, big, giraffe, tall, lion, fierce, camel, grumpy, snake, scary, monkey, naughty, jumpy, frog, puppy, perfect	Use a wider range of vocabulary Sing a large repertoire of songs Know many rhymes, be able to talk about familiar books, and be able to tell a long story.
3	<b>Animals and Journeys</b> Have you been to a farm? How did you get there? What did you see there?	Oi get off my train The train ride Terrific Trains	Engine, engine number nine Down at the station Old Macdonald	<b>-To engage in extended conversations about books, learning new vocabulary.</b>  Oi, train, animals, shovel, picnic, ghosts, hot, swim, wind, kites, marshes, umbrellas, forest, snowballs, Frozen North, immediately	Use multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'
4	<b>Chinese New Year</b> How can Chinese New Year be celebrated? Developing tolerance and understanding of other faiths and beliefs.	Chinese New Year Amy Wu and the warm welcome My First Chinese New Year	Chinese Dragon Dance  <a href="#">If You're Happy &amp; You Know It</a>	<b>-To engage in extended conversations about books, learning new vocabulary.</b>  Chinese New Year, Fireworks, clean, bad luck, red, lucky, colour, gifts, flowers, clothes, families, meal, envelopes, friends, parade	Developing letter formation and continuing to strengthen pincer grip.
5	<b>Poetry</b> Sharing favourite poems. Knowing that poems are words that sound good together. Poems do not need to rhyme.	<u>Poetry Books</u> Caterpillar Cake Zim Zam Zoom A great big Cuddle The big Green Crocodile	Two little dickie birds	<b>-To sing a growing repertoire of songs, know and remember many rhymes.</b>  Poems, rhymes, songs, words, remember	



6	<p><b>Valentines</b> How do we celebrate Valentine’s Day? How do we show someone we love them?</p>	<p>Guess how much I love you? I love you daddy I love you mummy</p>	<p>Song – All my love is a bubbling over</p>	<p>-To enjoy listening to longer stories.  Cover, author, illustrator, fiction. Love, family, friends, caring, kindness</p>	<p>Adjusting pressure to make marks with increasing control. Use a comfortable grip with good control when holding pens and pencils. Giving meanings to marks. Hearing and writing initial sounds in their names. Teach children to identify initial sounds of words and names of objects. Teach children to distinguish different sounds. Teach children to blend a wider range of CVC words using oral blending. Teach children to recognise the initial sound of their name.  To learn the initial sounds <b>m/d/g/o/c k</b> <b>/e/u/r/h/b/f/l/j</b></p>
1	<p><b>People Who Help Us</b> Discussions on different occupations. What job do people do? How do people help us? What job does your parent do? What would you like to do?</p>	<p>Fiction Books on People who help us Firefighter Doctor</p>	<p>Engine, engine number 9 <a href="#">Miss Polly had a Dolly</a></p>	<p>-To engage in extended conversations about books, learning new vocabulary.  Help, jobs, rescue, keeping safe, teacher, policeman, fire fighters, lollipop man, nurse, doctor, dentist, paramedics</p>	
2	<p><b>People Who Help Us</b> Discussions on different occupations. What job do people do? How do people help us? What job does your parent do? What would you like to do?</p>	<p>Non- Fiction Books on People who help us Paramedic Police officer The Jolly Postman</p>	<p><a href="#">Grand Old Duke of York</a> Down at the station</p>	<p>-To engage in extended conversations about books, learning new vocabulary.  Help, jobs, rescue, keeping safe, teacher, policeman, fire fighters, lollipop man, nurse, doctor, dentist, paramedics</p>	
3	<p><b>Transport</b> Discussions on different types of transport and how they help us to get to places. What transport have you been on? Where have you been?</p>	<p>Fiction Books on Transport The big blue train You choose Terrific Trains</p>	<p><a href="#">Wheels on the Bus</a></p>	<p>-To describe what they have experienced.  Travel, Transport, Scooter, bike, car, bus, coach, train, aeroplane, travel, journey, luggage</p>	
4	<p><b>Transport</b> Where do we see them? Where are they going? Who has been on a plane?</p>	<p>Non- Fiction Books on Transport</p>	<p>Bingo</p>	<p>-To describe what they have experienced.  Travel, Transport, Scooter, bike, car, bus, coach, train, aeroplane, travel, journey, luggage</p>	



	5	<b>Growing</b> Understanding what a seed needs to germinate, and a plant needs to grow. Growing broad beans and sunflower.	Jasper's Beanstalk Jack and the Beanstalk	5 speckled frogs	-To describe what they have experienced.  Grow, seeds, soil, water, sun, plant, water,	
	6	<b>Dinosaurs</b> Read non-fiction and fiction books about dinosaurs. What do they know about dinosaurs? What are their features? Naming dinosaurs.	Jo Jo and Gran Gran find a dinosaur Harry and his bucket full of Dinosaurs ABC - dinosaur	<a href="#">Dinosaurs</a>  Hey diddle, diddle	-To engage in extended conversations about books, learning new vocabulary.  Dinosaur, bones, skeleton, fossils, millions	
Summer 1	1	<b>Jack and the Beanstalk</b> Reading and learning the story using vocabulary from the story to retell it. Understanding beginning, middle and end. Using story packs with puppets to act out the story.	Jack and the Beanstalk	<a href="#">Hickory Dickory Dock</a>	-To enjoy listening to longer stories and can remember much of what happens.  Beanstalk, poor, cow, market, traveller, magic beans, cloud, castle, curious, giant, fee, fi, fo, fum, hen, egg, gold, harp, axe	Use longer sentences of four to six words. Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. Can start a conversation with an adult or a friend and continue it for many turns.
	2	<b>Gingerbread Man</b> Reading and learning the story using vocabulary from the story to retell it. Understanding beginning, middle and end. Using story packs with puppets to act out the story.	Gingerbread Man	<a href="#">Humpty Dumpty</a>	-To engage in extended conversations about books, learning new vocabulary.  Gingerbread, man, little old lady, little old man, oven, baked, cat, dog, girl, boy, cockerel, house, pig, dog, fox	Use talk to organise themselves and their play: "Let's go on a bus...you sit there...I'll be the driver." Show a preference for a dominant hand.
	3	<b>Three Little Pigs</b> Reading and learning the story using vocabulary from the story to retell it. Understanding beginning, middle and end. Using story packs with puppets to act out the story.	Three Little Pigs	I'm a little tea pot	-To be able to talk about familiar books.  Three, pigs, big, bad, wolf, build, house, farmer, straw, woodcutter, sticks, builder, brick, huffed, puffed, blow, down, roof, chimney,	Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of



4	<p><b>Three Billy Goats Gruff</b> Reading and learning the story using vocabulary from the story to retell it. Understanding beginning, middle and end. Using story packs with puppets to act out the story.</p>	Three Billy Goats Gruff	<a href="#">10 Green Bottles</a>	<p>-To enjoy listening to longer stories and can remember much of what happens.</p> <p>Billy Goat, Troll, bridge, grass, trip trap, trotted, wooden planks, sharpened, claws, gnashed, teeth</p>	<p>the page; write 'm' for mummy. Writing some or all letters in their name. Write some letters accurately.</p>
5	<p><b>Goldilocks and the Three Bears</b> Reading and learning the story using vocabulary from the story to retell it. Understanding beginning, middle and end. Using story packs with puppets to act out the story.</p>	Goldilocks and the Three Bears	<a href="#">5 Currant Buns</a>	<p>-To enjoy listening to longer stories and can remember much of what happens.</p> <p>Goldilocks, Daddy Bear, Mummy Bear, Baby Bear, house, chairs, porridge, bowls, beds,</p>	<p>Teach children to identify initial sounds of words and names of objects. Teach children to blend a wider range of CVC words using oral blending. Teach children to match their name to their picture.</p>
6	<p><b>Little Red Riding Hood</b> Reading and learning the story using vocabulary from the story to retell it. Understanding beginning, middle and end. Using story packs with puppets to act out the story.</p>	Little Red Riding Hood	Peter hammers with one hammer	<p>-To engage in extended conversations about books, learning new vocabulary.</p> <p>Little Red Riding Hood, wolf, basket, food, forest, grandmother, house, eyes, see, ears, hear, teeth, eat, woodcutter</p>	<p>To learn the initial sounds <b>v/w/y/z/qu/ch/ck/x/sh/th/ng/nk</b></p>
1	<p><b>Likes and Dislikes</b> What are your favourite things? What do you not like?</p>	You choose What I like	<a href="#">5 Little Ducks</a>	<p>-To engage in extended conversations about books, learning new vocabulary.</p> <p>Favourite, food, eat, wear, clothes, shoes, pet, animal</p>	
2	<p><b>Human Life Cycle</b> Learning about the cycle and the changes that occur. Naming/labelling body parts. Begin to understand time passing.</p>	Non – fiction books	I've got a body	<p>-To engage in extended conversations about books, learning new vocabulary.</p> <p>Change, grow, older, babies, crawl, cry, bottle, toddlers, walk, eat, child, school, learn, adult, work, job, grow up</p>	



3	<p><b>Celebrating Differences</b> Discussions about differences What makes you special? What languages do you use? What is your favourite thing to do?</p>	<p>All kinds of people All kinds of beliefs All kinds of bodies My Family</p>	<p><a href="#">Head Shoulders Knees &amp; Toes</a></p>	<p>-To describe what they have experienced.</p> <p>Different, special, friend, colour, hair, skin, language, special, similar, love, like</p>
4	<p><b>Contrasting Locality</b> Looking the city of Hong Kong. What is it like? What features do we notice? How is it different/similar to where we live?</p>	<p>Amy wu and the warm welcome</p>	<p><a href="#">London Bridge is Falling Down</a> There was an old woman who lived in a shoe Building a house</p>	<p>-To describe what they have experienced.</p> <p>Same, different, Hong Kong, Milton Keynes, Escape, MK Dons, Willen Lake, Concrete Cows, Hong Kong Harbour, The Big Buddha, Golden Beach, Soho</p>
5	<p><b>Pirates</b> Dress up as a pirate day. Learning about pirates appearances and characters. Making a treasure map for others to follow. Going on a treasure hunt.</p>	<p>The Night Pirates Ten Little Pirates The Pirates Next Door</p>	<p>Pirate Pete I'm a Pirate</p>	<p>-To engage in extended conversations about books, learning new vocabulary.</p> <p>Pirate, moon, adventure, shadows, quiet, mice, ship, sail, flag, island captain, treasure, brave</p>
6	<p><b>Holidays</b> Where are you going to on holiday? How will you get there? Where have you been already? Looking at places peoples like to go on holiday e.g. seaside.</p>	<p>What the Ladybird heard on Holiday by Julia Donaldson</p>	<p>Tommy thumb</p>	<p>-To describe what they have experienced.</p> <p>Ladybird, heard, July, wings, beach, sea, lighthouse, boat, sky, summer, breeze, sea, word, hear, ear, song, campervan, mermaid, sealion, dolphin, whale, fish</p>