

Term	Key Themes <i>These themes may be adapted at various points to allow for children's interests to flow through the provision.</i>	Story focus	Trips / visitors / parent events	'Wow' moments / Other possible experiences	Key vocabulary to stimulate continuous provision experiences	Exploration area/curiosity cube ideas
Autumn 1	<p>Above and Beyond</p> <ul style="list-style-type: none"> -Starting school -My new class -Friendships -New beginnings -Strange and wonderful new places -Space -Harvest 	<p>Week 1: How to Catch a Star Week 2-3: Beegu Week 4-5: Mole's Harvest Moon Week 6-7: Non-Fiction Space (Usborne – Look Inside Space)</p> <p>Other possible story stimulus: Whatever Next</p>	<p>Space theatre company Harvest Festival at Church Visit from a baker Informal parents evening</p>	<ul style="list-style-type: none"> -Star gazing using technology -Fishing -Making reflections in water -Looking after their own pet (creature they have made) -Having a 'feast' -Cooking food for a feast -Making shadows -Looking at the solar system – making our own -Designing space helmet – materials -Exploring different planets -Making and using telescopes -Exploring light and dark 	<p>W1: Catch, Wait, Wish, Dream, Friend, Jump, Hide and Seek, Sunrise, Climb, Lasso, Grab, Reach, Jetty W2-3: Lost, Understand, Still, Listen, Far Away, Heard, Alone, Friends, Earth, Wanted, Perfect, Goodbye, Calling, Creatures, Hopeful, Remember. W4-5: Feast, Perfect, Cook, Ingredients, Harvest Moon, Nightfall, Spill, Further, Dark, Shadow, Light, Orchard, Ripe, Gigantic (pumpkins), Scarecrow, Followed, Hurry, Glow. W6-7: Blast (off), Moon, Planet, Space, Cosmonaut, Rocket, Space station, Earth, Bright, Light, Dark, Solar System, Galaxy, Meteor, Star gazing, Telescope.</p>	<p>W1: Different objects to be provided for children to explore. Children to compare objects and discuss parts of space each object could represent e.g. tinfoil- The stars. W2: Different recording devices to be given. Children to listen to the different sounds on the devices. Children to find the matching picture for each sound. W3: Feel and guess activity. Different boxes filled with different materials. Children to put their hand in each box, guessing what is in each one. W4: Curiosity Cube- Different foods to put into the curiosity cube, relating to the harvest festival. Children to discuss ideas and questions around why the foods are there. W5: Tasting Activity- Across the week each child is to have the chance to taste the foods. Once the have experienced tasting the foods, the children are to write/draw about their experience, answering questions. W6: Objects representing space. Children to talk about what they can see and show an understanding the different parts of space. Children to think about how they would get to space? Link to whatever next story. W7: Hand eye coordination activity. Children to wear rubber gloves through a box. Children to experiment picking up a range of objects and placing them in the correct place.</p>
Autumn 2	<p>Winter Celebrations</p> <ul style="list-style-type: none"> -Celebrating different cultures - Understanding similarities and differences -Beliefs -Religions -Family - Determination -Weather 	<p>Week 1-2: A Dot in the Snow Week 3-4: Stick Man Week 5-6: Lin Yi's Lantern Week 7: Nativity Story</p> <p>Other possible story stimulus: The Light in the Night, The Diwali Gift, The Day of the Dead.</p>	<p>Visit from the fire brigade Nativity play (parents invited) Perlethorpe Trip Formal parents evening</p>	<ul style="list-style-type: none"> -Exploring different ways and cultures greetings of goodbye and hello. -Breaking ice -Sinking objects and timing their fall -Fishing -Immersing in different cultures through food tasting, art work, clothes and native activities e.g. throat singing. -Playing 'Pooh Sticks' on a bridge -Nest building -Finding different uses for objects e.g. a stick -Making family tree's. -Making moon cakes and 	<p>W1-2: Dot, Snow, Inuit, Fish(ing), Play, Soft, Hard, Dive, Scampered, Ridge, Raced, Paw, Friendly, Twinkly, Gurgling, Missing, Creak, Crack, Sea, Ice, Jump, Climb, Up W3-4: Family, Jog, Trick, Fetch, Home, Notice, Free, Weave, Mast, Lonely, Lost, Frozen, Frost, Weary, Excellent. W5-6: Bargain, Buy, Market, Cycled, Mooncakes, Luck, Distraction, Lantern, Celebration, Picnic, Speechless, Happiness, Special. W7: Journey, Appeared, Greetings, (Important) Job, God(s), Carpenter, Dream, Map, Married, Stable, Manger, News, Searched, Discover, Study, Gifts.</p>	<p>W1: Curiosity cube- Objects and resources relating to Inuit's and the Antarctic. Children to answer questions for why they think the objects are there. W2: Touch- Fake snow in the tuff spot. Children to explore the feeling of fake snow. W3: Natural resources inside the tough spot with magnifying glasses e.g. sticks, leaves, pine cones etc. Children to look closely at the objects and explore them using their senses. Children to discuss why they cannot use their sense of taste. W4: Using the natural resources from the previous week children will make their own stickman. Children can request other resources from the classroom to make their stickman. W5: Curiosity cube- Chinese related resources. Questions cards to be provided and used with the support of an adult. Children to share answers with their peers. W6: Touch activity- Noodles, chop sticks, rice. Children to use their touch sense to explore the feeling of the foods. Children to explore the use of different describing words. W7: Curiosity cube- The nativity setting. Children to use questions and prompts around the nativity story.</p>

				lanterns -Buying something from a shop -Wrapping gifts -Conducting an important job whilst ignoring tempting distractions		
Spring 1	Once Upon a Story -Traditional stories -Characters -Settings -Plots and problems -Solving problems -Morals and important messages -Safety -Materials	Week 1-2: Goldilocks and the Three Bears Week 3-4: The Three Little Pigs Week 5-6: The Blue Balloon Other possible story stimulus': The Gingerbread Man, The Gruffalo, Jack and the Beanstalk	Informal parents evening Visit to local library	-Porridge making and tasting -Instruction following -Testing and decision making – different materials -Assessing risks and dangers -Building houses -Team work activities -Blowing up balloons -Using forces to make new shapes e.g. squashing, stretching.	W1-2: Tiny, Porridge, Hot, Woods, Yummy, Taste, Spied, Tried, Curious, Growled, Marched, Mistake, Careful, Stranger. W3-4: Brave, Bold, World, Straw, Build, Sticks, Piled, Bricks, Load, Fine, Creeping, Blow, Help, Safe, Plan. W5-6: Odd, Ordinary, Squeaky, Bigger, Bursts, Squash, Stretch, Indestructible, Disappear, Square, Soggy, Extraordinary.	W1: Curiosity cube with porridge, a chair, a girl etc in. Children to use questioning for why, where, who, how. W2: Children to make their own porridge in the tough spot using oats and water. Children to explore the feeling and look of the porridge. Children to taste porridge in the afternoon. W3: Curiosity cube- Children to make their own questions for peers to explore what they can see in the cube. W4: Children to make their own houses using wooden blocks, straw and sticks. Children to show resilience using each material. W5: Children will have the chance to explore how to blow up a balloon. Children will be given usefully resources such as a pump and non-useful resources such as sticks, string etc. W6: Children to explore what else they can do/make using a balloon.
Spring 2	Ready, Steady, Grow! Gardening Plants and flowers Life Cycles Growing The Human Body Time (Days, Weeks, Months)	Week 1-2: The Little Gardener Week 3-4: The Tadpole's Promise Week 5-6: The Growing Story Other possible story stimulus': It Starts with a Seed, In Blossom, The Last Wolf, A Seed is Sleepy	Visit from the dentist Visit from a gardener Plant a tree/plants in the nursery garden (parents invited) Formal parents evening	-Planting seeds -Taking care of plants – Creating a schedule and remembering to water the plants -Using different gardener tools in the Nursery Garden -Keeping a photo diary of tadpoles changing -Releasing tadpoles into a pond -Keeping a diary of the weather to notice changes -Watching chicks grow -Watching caterpillars turn into butterflies -Hunting for different coloured leaves	W1-2: Garden, Gardener, Home, Joy, Hard work, Blossom, Alive, Wonderful, Hope, Morning, Afternoon, Night, Supper, Wish, Flower, Weary, Day, Week, Month, Change. W3-4: Love, Change, Promise, Weather, Grown, Rainbow, Caterpillar, Tadpole, Seasons, Willow, Cocoon. W5-6: Summer, Buds, Growing, Warm, Blossoms, Taller, Faster, Knee, Bloomed, Alone, Short, Long, Compare, Fold, Somersault.	W1: Curiosity cube- seeds, plant pot, watering can. Children to answer the question cards to explore what the objects are going to be used for. W2: Touch/feel activity. Children to explore the feeling of seeds and soil. Children to use describing words to explain their experience. W3: Inside the curiosity cube there will be pictures of a tadpole, lily pad, pond and a frog. Children to use their knowledge to explain the link. W4: Black slime inside the tuff spot to represent a tadpole. Children to explore the feeling/smell of the slime. W5: Ordering pictures. Pictures of different stages in your life e.g. a baby, toddler, child, adult. Children will explore ordering the pictures in the correct places. W6: Children to explore different size clothing to dress a doll.

Summer 1	<p>Curious Creatures Descriptions Animal Kingdom Insects Habitats</p>	<p>Week 1-2: I am a Tiger Week 3-4: You Can't Take an Elephant on a Bus Week 5: Bogbaby</p> <p>Other possible story stimulus': Farmer Duck, The Crocodile Who Didn't Like Water, The Variety of Life, Actual Size.</p>	<p>Visit from vets Informal parents evening Animal provider to visit school</p>	<ul style="list-style-type: none"> -Playing description games such as 'Guess Who'. -Dressing up as animals and convincing other people that they are a different animal using description -Learning how to act like different animals -Listening to different sounds that animals make -Testing heavy materials -to squash another material -Exploring different ways to travel -Making and testing boats -Learning magic tricks -Using senses with jelly – touch and taste -Finding insect habitats -Pond dipping 	<p>W1-2: Convince, Tiger, Small, Big, Stripes, Climb, Hunt, Sneeze, Mouse, Juggle, Furry, Bounce, Thin, Pointy, Colourful W3-4: Terrible, Fuss, Heavy, squash, Jolly, Panic, Leap, Spring, Slippery, Flippers, Slither, Bizarre, Temper, Rage, Afloat, Capsize, Sink, Imagine, Pedal, Trotters, Travel W5: Magic, Bluebells, Newt, Caught, Spikey, Floated, Surprised, Jelly, Escape, Sneak, Pale, Help, Wild, Bucket, Love, Belonged, Believe</p>	<p>W1: Recording devices with pre-recorded sounds on. Children to listen to the sound and find the matching picture. W2: Linking to the previous weeks learning, children are to choose a picture and record the animal sound themselves. W3: Curiosity cube- Inside the curiosity cube there will be pictures of the animals using different transport. Around the cube there will be questions e.g. where are they going, how did they get on there etc. Children to share ideas with peers to answer the questions. W4: Children to be given different objects and containers. Children to explore ideas for how they can get the object in the container. Around the activity there will be supporting key words e.g. squash, roll, push. W5: blue slime- Children to use the slime to explore making their own bog baby.</p>
Summer 2	<p>Splish, Splash, Splosh Sea creatures Water Pirates</p>	<p>Week 1-2: Commotion in the Ocean Week 3-4: Shark in the Park Week 5-6: Night Pirates Week 7: Storm Whale</p> <p>Other possible story stimulus': Billy's Bucket, The Water Princess</p>	<p>Trip to the Seaside Visit from a mechanic</p>	<ul style="list-style-type: none"> -Finding sea creatures at the beach -Moving like different sea creatures -Using their knowledge of building telescopes to make improvements -Testing new toys -Having a toy shop to sell toys that they have tested -Developing different noises they can make with their own voices. -Going on an adventure -Making and dressing up in disguises 	<p>W1-2: Curious, Commotion, Creature, Beneath, Behind, Hiding, Sideways, Sneaky, Pretend, Hatch, Scamper, Jiggle, Jaws, Wise, Giant, Glowing, Massive, Waddle, Dangerous. W3-4: Telescope, Park, Testing, Toy, (Brand) New, Left and Right, Surprise, Voice, Terrible, Sight, Fin, Point, Doubt, Shout, W5-6: Dark, Stealthy, Quiet, Shadows, Arrived, Watching, Brave, Adventure, Tough, Sailing, Crew, Disguise, Island, Treasure, Strange, Closer, Fearsome. W7: Storm, Raged, Shore, Distance, Washed-up, Wondered, Listener, Secret, Belonged, Glad, Hoped.</p>	<p>W1: Curiosity cube- sea animals. Children to answer questions such as where have these creatures come from? What are they called? Why are they hear? How could we help them? W2: Following on from the previous week. Children to take the sea creatures out of the cube to place into the sea (water). Children to think about what they else they need. W3: Using their telescopes they have made in the creative area children will be given different objects to find in the tuff spot. Children will use adjectives to describe what they can see. T will give questions to challenge children. W4: Feel activity- Children to explore the feeling of different materials. Which material represents a shark the best? Which material represents the grass? W5: Curiosity cube filled with pirate related objects. Children to use questioning to explore the link between the objects and why they are there. W6: Children to make their own house. Children to think about what they would make their house into? Would you make it into a pirate ship? Or maybe a rocket? W7: Each day a different object will be placed under a piece of cloth. The children will have to work as a team to look after the object. Children will need to answer questions for how they will look after the object.</p>