

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Why do you love me so much?	Starry nights and Winter Wonderlands	Shadows and reflections	Sunshine and Sunflowers	Why is water wet?	Can we explore it?
Key texts	Incredible You – Rhys Brisenden The Famil Tree – Kate Ferdinand A Superhero Like You – Dr. Ranj Singh	One Snowy Night with Percy the Parkkeeper – Nick Butterworth The Night Before Christmas	Peter Pan The Gruffalo’s child – Julia Donaldson	The Very Hungry Caterpillar – Eric Carle Planting a rainbow – Lois Ehlert	The Rainbow Fish – Marcus Pfister The Snail and the Whale – Julia Donaldson	The Dinosaur that Pooped a Planet – Tom Fletcher We’re Going on a Bear Hunt – Michael Rosen
English	Enjoy songs and rhymes, tuning in and paying attention. Say some of the words in songs and rhymes.	Joins in with songs and rhymes, copying sounds, rhythms, tunes and tempo. Enjoy sharing books with an adult.	Pay attention and responds to the pictures or the words. Repeat words and phrases from familiar stories.	Enjoy drawing freely. Have favourite books and seeks them out, to share with an adult, with another child, or to look at alone.	Add some marks to their drawings, which they give meaning to. For example ‘That says Mummy.’ Asks questions about the book. Makes comments and shares their own ideas.	Develop play around favourite stories using props. Make marks on their picture to stand for their name.
Maths	Combine objects like stacking blocks and cups. Put objects inside others and take them out again. Count in everyday contexts, sometimes skipping numbers ‘1-2-4-5.’	Take part in finger rhymes with numbers. Build with a range of resources.	React to changes of amount in a group of up to three items. Complete inset puzzles.	Compare sizes, weights etc, using gesture and language – bigger/little/smaller, high/low, tall, heavy. Counting like behaviour, such as making sounds, pointing or saying some numbers in sequence.	Climb and squeeze themselves into different types of spaces. Notice patterns and arrange things in patterns.	Compare amounts, saying ‘lots’, ‘more’ or ‘same.’ Count in everyday contexts, sometimes skipping numbers ‘1-2-4-5.’
Understanding the world	Repeat actions that have an effect.	Explore and respond to different natural phenomena in their setting and on trips.	Explore materials with different properties.	Makes connections between the features of their family and other families.	Notice differences between people.	Explore natural materials, indoors and outdoors.
Expressive arts and design	Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. Join in with songs and rhymes, making some sounds. Enjoys and takes part in action songs, such as ‘Twinkle Twinkle Little Star.’	Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it’s a phone. Starts to make marks intentionally.	Respond emotionally and physically to music when it changes. Explore their voices and enjoy making sounds.	Explore different materials, using all their senses to investigate them. Manipulate and play with different materials. Move and dance to music.	Express ideas and feelings through mark making, and sometimes give a meaning to the marks they make. Show attention to sounds and music.	Make rhythmical and repetitive sounds. Anticipate phrases and actions in rhymes and songs, like ‘peepo.’
Personal, social and emotion	Find ways to calm themselves, through being calmed and comforted by their key person. Engage with others through gestures, gaze and talk.	Establish their sense of self. Thrive as they develop self-assurance.	Use engagement to achieve a goal, eg, Gesture towards their cup to say they want a drink. Look back as they walk away from their key worker, looking for clues about how to respond to something interesting.	Express preferences and decisions. They also try new things and start establishing their autonomy. Find ways of managing transitions, eg, from their parent to their key person.	Play with increasing confidence on their own and with other children, because they know their key person is nearby and available. Feel strong enough to express a range of emotions.	Feel confident when taken out around local neighbourhood, and enjoy exploring new places with their key person. Grow in independence, rejecting help (‘me do it’). This may lead to feelings of frustration and tantrums.

Curriculum Overview – Mini Griffin – Cycle 1 – 2023/24

Communication and Development	<p>Listen and respond to a simple instruction.</p> <p>Enjoy singing, music and toys that make sounds.</p>	<p>Use gestures like waving and pointing to communicate.</p> <p>Copy your gestures and words.</p> <p>Constantly babble and use single words during play.</p>	<p>Uses intonation, pitch and changing volume when ‘talking’.</p> <p>Understands simple instructions like “give to Mummy” or “stop”.</p>	<p>Understands frequently used words such as ‘all gone’, ‘no’ and ‘bye’.</p> <p>Recognise and point to objects if asked about them.</p>	<p>Generally focus on an activity of their choice and find it difficult to be directed by an adult.</p> <p>Can be frustrated when they can’t make themselves understood.</p>	<p>Start to develop conversation, often jumping from topic to topic.</p> <p>Develop pretend play, ‘putting baby to bed’ or ‘driving to the shop’.</p>
Physical Development	<p>Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking.</p> <p>Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them.</p>	<p>Clap and stamp to music.</p> <p>Sit on a push along wheeled toy, use a scooter or ride a tricycle.</p>	<p>Enjoy starting to kick, throw and catch balls.</p> <p>Walk, run, jump and climb – and start to use the stairs independently.</p>	<p>Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks.</p> <p>Develop manipulation and control.</p>	<p>Show an increasing desire to be independent, such as wanting to feed themselves and dress and undress.</p> <p>Learn to use the toilet with help, and then independently.</p>	<p>Explore different materials and tools.</p> <p>Build independently with a range of appropriate resources.</p>
Trips	Fire engine visit	A visit from Santa		Cool Critters visit		Sensory bear hunt walk

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Fabulous Features & Funny Faces /Why Do Leaves Go Crispy?	Winter Wonderlands.	Once Upon a Time	Long Ago	Big Wide World	Splash/On the beach
Key texts	The Rainbow Fish We're Going on a Leaf Hunt.	Stick Man The Night Before Christmas	Three Little Pigs Goldilocks and the Three Bears The Gruffalo	The Tiger Who Came to Tea Mog the Forgetful Cat.	Handa's Surprise The Snail and the Whale	Five Minutes Peace Pirates Love Underpants
English	Enjoy drawing freely. Pay attention and responds to the pictures or the words.	Join in with songs and rhymes, copying sounds, rhythms, tunes and tempos. Enjoy songs and rhymes, tuning in and paying attention.	Enjoy sharing books with an adult. Have favourite books, and seeks them out, to share with an adult, another child, or to look at alone. Develop play around favourite stories using props.	Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. Say some of the words in songs and rhymes. Copy finger movements and other gestures.	Add some marks to their drawings, which they give meaning to. For example, 'That says Mummy.' Make marks on their picture to stand for their name.	Ask questions about a book. Make comments and share their ideas. Repeat words and phrases from familiar stories. Sing songs and say rhymes independently, for example, singing whilst playing.
Maths	Counting like behaviour, such as making sounds, pointing or saying some numbers in context.	Combine objects like stacking blocks and cups. Put objects inside others and take them out again. Count in everyday, sometimes skipping numbers (1,2,4,5)	Climb and squeeze themselves into different types of spaces. Take part in finger rhymes with numbers.	React to changes of amount in a group of up to three items. Build with a range of resources.	Notice patterns and arrange things in patterns. Complete inset puzzles.	Compare amounts, saying 'lots', 'more' or 'same.' Compare sizes, weights etc, using gesture and language. Eg. Bigger/smaller/little High/low
Understanding the World	Repeat actions that have an effect.	Explore and respond to different natural phenomena in their setting and on trips.	Explore and respond to different natural phenomena in their setting and on trips.	Makes connections between the features of their family and other families.	Notice differences between people.	Explore natural materials, indoors and outdoors.
Expressive Arts and Design	Shows attention to sounds and music. Explore their voices and enjoy making sounds. Move and dance to music.	Join in with songs and rhymes, making some sounds. Starts to make marks intentionally. Respond emotionally and physically to music when it changes.	Enjoy and take part in action songs, such as 'Twinkle, Twinkle'. Explore a range of sound makers and instruments and play them in different ways. Anticipate phrases and actions in rhymes and songs, like 'Peepo'.	Explore different materials, using all their senses to investigate them. Manipulate and play with different materials. Use their imagination as they consider what they can do with different materials. Notice patterns with strong contrasts and be attracted by patterns	Make rhythmical and repetitive sounds. Start to develop pretend play, pretending that one object represents another. Make simple models which express their ideas.	Express ideas and feelings through mark making, and sometimes give a meaning to the marks they make. Explore paint, using fingers, and other parts of their bodies as well as brushes and other tools.
Personal, Social and Emotional Development	Look back as they crawl/walk away from their key worker. Look for clues about how to respond to something interesting. Develop friendships with other children. Use their engagement to achieve a goal. For example, gesture towards their cup to say they want a drink.	Find ways of managing transitions, for example from their parent to their key person. Thrive as they develop self-assurance. Find ways to calm themselves, through being calmed and comforted by their key person.	Feel confident when taken out around local neighbourhood and enjoy exploring new places with their key person. Feel strong enough to express a range of emotions. Engage with others through gestures, gaze and talk.	Express preferences and decisions. They also try new things and start establishing their autonomy. Grow in independence, rejecting help ('me do it'). This may lead to feelings of frustration and tantrums. Establish their sense of self.	Play with increasing confidence on their own and with other children because they know their key person is nearby and available. Feel strong enough to express a range of emotions. Begin to show effortful control. Notice and ask questions about differences.	Be increasingly able to talk about and manage their emotions. Safely explore emotions beyond their normal range through play and stories. Are talking about their feelings in a more elaborate ways.

Communication and Language	<p>Recognise and calmed by a familiar and friendly voice.</p> <p>Use gestures like pointing and waving to communicate.</p> <p>Reach or point to something they want while making sounds.</p> <p>Understands frequently used words such as ‘all gone’, ‘no’, and ‘bye bye’.</p>	<p>Listen and respond to a simple instruction.</p> <p>Copy your gestures and words.</p> <p>Understand single words in context – ‘cup’, ‘milk’ ‘daddy’.</p>	<p>Understands simple instructions like “give to Mummy” or “stop”.</p> <p>Develop pretend play ‘putting the baby to bed’ or ‘driving the car to the shops’.</p> <p>Listen to simple stories and understand what is happening, with the help of pictures.</p>	<p>Start to develop conversation, often jumping from topic to topic.</p> <p>Recognise and point to objects if asked about them.</p> <p>Can become frustrated when they can’t make themselves understood.</p>	<p>Generally focus on an activity of their choice and find it difficult to be directed by an adult.</p> <p>Use intonation, pitch and changing volume when talking.</p> <p>Understand and act on longer sentences like ‘make teddy jump’ or ‘find your coat’.</p>	<p>Start to say how they are feeling, using words as well as actions.</p> <p>Identify familiar objects and properties for practitioners when they are described.</p> <p>Understand simple questions about ‘who’, ‘what’ and ‘where’.</p>
Physical Development	<p>Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking.</p> <p>Walk, run, jump and climb – and start to use the stairs independently.</p>	<p>Clap and stamp to music.</p> <p>Sit on a push along wheeled toy, use a scooter or ride a tricycle.</p>	<p>Enjoy starting to kick, throw and catch balls.</p> <p>Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them.</p>	<p>Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks.</p> <p>Develop manipulation and control.</p>	<p>Show an increasing desire to be independent, such as wanting to feed themselves and dress and undress.</p> <p>Spin, roll and independently use ropes and swings.</p>	<p>Explore different materials and tools.</p> <p>Build independently with a range of appropriate resources.</p>
Trips	Exploring our Forest School	A visit to see Santa Claus!	A winter walk around our school	Visit to a local library	A visit from a fire engine	Beach Party!