| Autumn 1: My World Your World | Magical Lands and Mythic Creatures | Autumn 2: Cultural Celebrations | |
|---|--|--|--|
| Concept: Communities, near and far FICTON | Cultural and Historical Concepts FICTON | Concept: empathy, understanding, respe | FICTION & NON-FICTION |
| THE MAIN YOUR HIGH RENGER HORK ALL ARE ELCOME All ARE All ARE | UNICORNS UNICORNS | STICK NAN | FICTION & NON-PICTION |
| Children will learn that the world is full of | We will encounter the magic and mystery of | We will be looking at different fictional | The children will explore the wonder and |
| all sorts of people, speaking different | unicorns, dinosaurs, dragons and fairies. The | stories such as the Stick Man that | magic of the world through celebrations. |
| languages, and living different kinds of | children can create their own dragons, | celebrates the importance of families, the | They will explore festivals, including |
| lives, but deep-down people are | become unicorns, stomp like a dinosaur, and | thrill of an adventure, and the spirit of | Harvest Festival, Bonfire Night, Diwali, |
| basically the same wherever they live. | visit lands far, far away. | togetherness during different cultural celebrations. | Chanuka (Hanuka) and Christmas |
| Through this book and supporting | When a little girl is told there's no such thing | | Harvest days explores global harvest |
| literature we will embrace a world where | as unicorns, she doesn't believe it for a | It is dangerous being a Stick Man. A dog | traditions and festivals of gratitude, |
| everyone is welcome. We will meet | second. Surely unicorns exist, after all, they | wants to play with him; a swan builds her | featuring events such as Homowo |
| children in patkas, hijabs, baseball caps | are in books and films! The children will lose | nest with him. He even ends up on a fire! | festival in Ghana, New Yam Festival, |
| and yarmulkes as they play side by side. | themselves in a world of awe and wonder, | Will he ever get back to the family tree? | and Thanksgiving. The children will be |
| We will see a school and communities | where make believe and imagination is a | The children will explore feelings, danger | learning about other cultures' ways of |
| where children grow and learn from | dream away. | and celebrations as we follow a lost father, | celebrating nature's bounty and |
| each other's interests, families and | | bravely fighting his way home for | expressing thankfulness. |
| traditions. | | Christmas. | |
| Building on home life and extending | Davelaning shildren's interests | | Duilding on our holiefe and colehyptions |
| what they know. | Developing children's interests | Celebrating a world full of diversity | Building on our beliefs and celebrations. |
| Supporting Literature | Supporting Literature | Supporting Literature | Supporting Literature |
| ALCONOMINATION OF THE DIFFERENT TODO DATE OF THE DATE | Freddie and the Fatry ONIT Zone | Peppa's Diwali Remeberance | HARVEST TIME The Quiet Little Firework |
| Happy in Our Skin | Describility of Controls The Control of Con | First Moon Festival Wishes Wishes | R NIGHTS OF CHANUKAH ** CHANUKAH ** CHRISTMAS SWIM |

| Spring 1: The Wonderful World of Animals Concept: understanding animal habitats, and their different environments | | Spring 2: Farms, fields and hedgerows. Concept: Leaning about life cycles, animals' natural environment, new life. | |
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| FICTION | NON-FICTION | FICTON | NON-FICTION |
| Dear Zoo Rod Campbell | Creature Features | COWS KITCHEN | THE MAZING LIFE CYCLE OF BUTTERFLIES |
| This text provides opportunities for the children to learn about wild animals, the sounds they make and their differences. The children will be able to join in with the repetitive refrains and create their own animal sounds. | This exciting book celebrates the diversity of the animal kingdom. It encourages use of the language of size and explores the different features of a wide range of animals from around the world. | This fun, dynamic story takes the listener on a whimsical journey through life on the farm, where the animals cause mayhem whilst the farmer sleeps. A little mouse adds an air of excitement as the children try to spot where he is hiding on each page. | We will enter the world of incredible transformations, where creatures such as butterflies begin life their life as tiny eggs, metamorphizing into majestic multicoloured winged butterflies. We will join the children in the story as they find out about the insect's life cycle. |
| From the confines of the zoo the children will break free to become explorers venturing through the noisy, vibrant jungle during the heat of the day, venturing into the tuneful moonlit night. Travelling onwards to swamps where alligators roam in the rainforest. Developing awe and wonder of wild animals | The children will be filled with awe and wonder as they shine a light though. 'Secrets of the Rainforest', what will they see, what will they find? We will find many amazing differences as we explore the habitats of the diverse rainforest and noisy jungle. Enhancing experiences of what we know. | The children will be exploring stories that see animals having amazing adventures, packed full of songs, alliteration and rhyme. We will make wonderful props to enhance our story telling and explore the noises animals make with 'What's that Sound?' Creating surprise and fascination. | The children will encounter the magic of minibeasts. We will be exploring the preschool grounds, woods, surrounding fields and hedgerows for insects and become detectives of the past, present, and the future. We will plant seeds that will grow into flowers that will attract wildlife. Developing opportunities to learn. |
| Supporting Literature | Supporting Literature | Supporting Literature | Supporting Literature |
| ALAN'S BIG, SCARY TEETH CARAFFES CANT DANCE CARAFFES CANT CARA | SECRETS OF THE RAINFOREST | A Squash and a Squeeze O vertical tires resource rate Three Billy Goate Gruff Goate Gruff Goate Gruff Goate Gruff Ladghird Heard | Legis Bee Chicks Tappole FRoq |

| Summer 1: We all go travelling by. | | Summer 2: Life in the ocean and on the sea shore. | |
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| Concept: why we have different vehicles a | - | | g the ocean, coast and its inhabitants |
| FICTION | NON-FICTION | FICTION | NON-FICTION |
| Ne All Control of the All Contro | Things that go | Tiddle | to Sea Horse |
| All aboard, this rhythmic I-spy journey to | As we journey through this interactive | Every day, Tiddler is late for school, and | The children will be looking at the diversity |
| school through various landscapes is a | lift the flap book, the children will | every day he has another tall tale for his | and amazing facts surrounding a |
| useful introduction to colours, modes of | discover what happens inside boats, | teacher. Did he really ride a seahorse? | seahorse. What is a baby sea horse |
| transport and, of course, music! The jaunty | bikes, planes, cars, buses and more. | Did he really meet a mermaid? And who | called? What does a sea horse eat? How |
| text, colourful hand-stitched illustrations and accompanying musical lyrics are a much-loved favourite of the children. | There are lots of things to spot and talk about in the book. | will believe him when he really does get captured in a net? Let's explore the creatures of the ocean together. | does a father sea horse look after the eggs? |
| As the children go travelling by, will they become astronauts, pilots, construction workers, fishermen, cyclists, ramblers across distance, time or space? Will they visit planets or build a road? Who will visit the moon. Who was "Travelling By" to the Appelby Fair. | We will set out on foot from preschool and begin many journeys, will we catch a bus, look out for diggers on the local construction sites, look for ponies, trucks aeroplanes, and so much more. We will count as many forms of transport as we can, compare their size, colour and talk about where they may be travelling to. | Children will sail the seven seas, joining the inhabitants of the ocean. They will take on the fiercest of pirates, perhaps become pirates themselves. Join in adventures on the seashore where seagulls flap and sea shells clap to hear their mermaids sing. | The children will be further exploring the wonderful, spectacular world of the creatures and animals that live in the ocean and around the seashore. |
| Building on what they know and like. | Enhancing thinking skills. | Developing learning on their interest. | Building wonderment and fascination. |
| Supporting Literature | Supporting Literature | Supporting Literature | Supporting Literature |
| Peppa Goes Lindon Yorking Data Nation PARNO OR JANUARY PARNO OR | Tip Doc Remarks Date For Coming to England | BARRES Love Underpants THE FIGH WITH PRICE RS THE FIG | Sea Creatures Control of the Sea |