

Hive Annual Overview	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Topic	It's Good to be Me (RSE)	Celebrations (SMSC)	Three The Three Billy Goats Gruff Three blind Mice Goldilocks and the Three bears Three little pigs	Our Wonderful World Plants and growing and lifecycles	Time for an Adventure!	
In line with the Early Years Foundation Stage guidelines, the framework will be enhanced by the children's ideas and reflect their interests.	Our Hive Class rules and safety All about me Things I can do Our house My Family Keeping our bodies healthy Feelings and emotions Seasons - Autumn Oral health Who keeps us safe? NSPCC Pants Our pets Harvest Sharing interests and likes	Bonfire night Christmas Diwali Hannukah Weather and Seasons Colour Food exploration - autumnal vegetables/ carving	Traditional Tales Our favourite stories Rhyming stories Authors, illustrations, poets	Mini beasts Life cycle of butterfly Class butterflies Planting and growing seeds	Our planet Mountains The Sea Sea creatures Jungle Animals The Rain forests Sun Safety	Imaginary adventure Mermaids and merboys Pirates Investigating materials Fairies
Events	Harvest time - Food Bank	Bonfire Night Remembrance Day Black Lives Matter Christmas Diwali Supper	Chinese New Year Valentine's day	Pancake day The Easter story Mother's day	Summer activity	Father's Day Mermaid tea party and dress up
Example Core Books	Supertato Super Daisy Giraffes can't dance Barry the fish with fingers Elmer Incredible Me Alan's Big scary teeth The Tiger who Came to Tea The scarecrows wedding	Funny Bones Meg and Mog Peace at Last Baby goes to market Room on the Broom The stickman Owl babies Handa's surprise Aliens love panta claus	The Three Billy Goats Gruff Three blind Mice Goldilocks and the Three bears Three little pigs The Gruffalo The Smartest Giant in Town We're going on a bear hunt Squash and Squeeze Room on the broom	The Very hungry caterpillar Jasper's Beanstalk What the lady bird heard The Enormous Turnip Oliver's Vegetables Jack and the beanstalk Jaspers Beanstalk Superworm How Will I Grow? Non-fiction: Look and learn series - creepy crawlies	Where the Wild things are How to catch a star by Oliver Jeffers Whatever next The Snail and the whale Monkey Puzzle Mr Grumpy's outing Oi get off my train! Aliens in underpants save the world	The singing mermaid Pirates love underpants The Pirates next door Pirates go to school Non-fiction books

				Lets look at - bugs "Bugs"		
Songs and rhymes	I'm a little teapot Miss Polly had a dolly Baa black sheep Humpty dumpty London bridge Allumette Happy Birthday Various World Songs	Twinkle, Twinkle little star Sing a rainbow Five little men in a flying saucer We are witches of Halloween Christmas songs Various World Songs	Gingerbread man song When goldilocks went to the house of bears Five fat peas in a pea pod pressed Various World Songs	Bananas in pyjamas Pat a cake One potato two potato Chick chick chicken Five fat peas Ten fat sausages Various World Songs	Down at the station 5 little motor cars Wheels on the us 5 little men in a flying saucer 5 little firemen Row row row your boat Various World Songs	Had a little turtle Incey wincey spider 'I'm a greedy crocodile The day I went to sea Old MacDonald had a farm Down in the jungle Sleepy bunnies Five little ducks Various World Songs
Communication and language.	Using eye contact and gestures in talking "Please may I have....." Exploring rhythm and rhyme Nursery rhymes, action songs Listening and responding to stories Topic Language		Building on learning from previous term Extending sentences Using vocabulary to describe objects and people Responding in two-way conversations Using puppets to retell familiar stories		Building on learning from previous term and - Extending sentences to include expressive vocabulary Using story language in play Retelling familiar stories	
Personal, Social & Emotional Development	Use the language of the Hive ; please may I, how many minutes Supporting children to develop positive relationships Introducing groups Teaching children to use and care for materials, and then trust them to do independently Focus on working collaboratively Sharing and taking turns Showing resilience and perseverance - CoEL	How do we use food to celebrate? We are all different Respecting and understanding different cultures Treating people with respect Expecting respect from others	Trying new activities Learning to use resources independently	Develop appropriate ways of being assertive. Talk with others to solve conflicts. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried' Model ways that you calm yourself down, such as stopping and taking a few deep breaths. This can help children to learn ways to calm themselves.	Making good choices Maintaining concentration	Understand gradually how others might be feeling Help children explore situations from different points of view. Talk together about how others might be feeling. Bring these ideas into children's pretend play: "I wonder how the chicken is feeling, now the fox is creeping up on her?"

Physical Development	-eat a range of healthy foodstuffs and understands need for variety of food. -manage own personal hygiene. - dressing/undressing with support. -be aware of space and move safely. -handle tools and objects safely. Talks about healthy teeth and gums	-move in a variety of ways. - use small & large apparatus appropriately & safely. - be aware of space and move safely . - uses one handed tools and objects safely esp scissors, hammers pumpkin hammering and conker drilling . - develop fine and gross motor control.	Observes the effects of activity on their bodies - Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. - Runs skilfully and negotiates space successfully - Holds pencil between thumb and two fingers, no longer using whole hand grasp. - Can copy some letters	Observes the effects of activity on their bodies - Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. - Runs skilfully and negotiates space successfully - Holds pencil between thumb and two fingers, no longer using whole hand grasp. - Can copy some letters	-Can catch a large ball - will make a good aim into a bucket or hoop -Observes the effects of activity on their bodies - Moves freely and with pleasure and confidence in a range of ways around obstacles	Sports Day Practise
Literacy	Sharing stories and books Early mark making skills Finding the initial letter in our name Finding our name from a selection		Sharing stories and books Early mark making skills Ascribing meaning to marks we make		Sharing stories and books Early mark making skills Writing our names Writing initial sounds	
Phonics Awareness	Phase 1 Environmental sounds Instrumental sounds	Phase 1 Body Percussion Rhythm and rhyme Alliteration Voice sounds Environmental sounds	Phase 1 Instrumental sounds Body percussion Rhythm and Rhyme	Phase 1 Body percussion Rhythm and Rhyme Alliteration Voice sounds	Phase 1 Oral blending and segmenting Revisit other aspects	Phase 1 Oral blending and segmenting Revisit other aspects
Mathematics	Number Reciting numbers Number recognition 1 to 1 counting	Number Matching numerals and objects	Number Number Representation Symbols and mark making Subitising	Number Number conversation	Number Number 1-10 Number comparison More/less	Number Number problems Writing numerals
	2D shape - Patterns	Directional & Positional	Length - weight	2D/ 3D patterns	Capacity Time - Money	2D / 3D shape pattern

<p>Understanding the world</p>	<p>Recognising and feels comfortable with visiting the dinner hall, theatre MUGR, and library</p> <p>Help children to learn each other's names, modelling correct pronunciation.</p> <p>Ask parents to send in a family picture - display in classroom. Talking about our families and shows interest in the lives of people who are familiar to them. Which countries are special to us?</p> <p>Has an awareness of similarities and differences in relation to their friends and families.</p> <p>Growing up - How have I changed. Look at baby photos</p> <p>Feelings and emotions</p> <p>What can I do now?</p> <p>Talks about their own experiences.</p>	<p>Night and day animals</p> <p>Notice differences between people.</p> <p>Make connections between the features of their family and other families.</p> <p>Use all their senses in hands-on exploration of natural materials - exploring freely outdoors</p> <p>Explore how things work</p> <p>-Mechanical equipment</p> <p>Suggestions: wind-up toys, pulleys, sets of cogs with pegs and boards.</p> <p>Shows skills in making toys work by pressing parts or lifting flaps to achieve effects such as sounds, movements or new images.</p> <p>Has an awareness of other cultures and beliefs and special days,</p> <p>Rama and Sita story</p> <p>Diwali pots</p>	<p>Show interest in different occupations</p> <p>-invite visiting speakers</p> <p>-Introduce new vocabulary</p> <p>-Challenge gender and stereotypes</p> <p>Comments and asks questions about aspects of their familiar world</p> <p>- Can talk about some of the things they have observed such as plants, animals, natural and found objects.</p> <p>Shows an interest in technological toys</p>	<p>Name places children have heard of in the world. (Diversity).</p> <p>Begin to make sense of their own life-story and family's history talking about photos and memories.</p> <p>Plant seeds and care for growing plants</p> <p>-Concept of growth, change, decay</p> <p>Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>- plant seeds</p> <p>-Plant bulbs</p> <p>-Observe and apple core going brown and mouldy</p> <p>-Caterpillars</p> <p>-Chicks</p>	<p>Looking after our world</p> <p>Recycling</p> <p>Sea creatures</p> <p>Talk about what they see, using a wide vocabulary.</p> <p>Explore and talk about different forces they can feel.</p> <p>Draw children's attention to forces.</p> <p>-how the water pushes up when they try to push a plastic boat under it</p> <p>- how they can stretch elastic, snap a twig, but cannot bend a metal rod</p> <p>- magnetic attraction and repulsion</p> <p>- new vocabulary related to the exploration and encourage children to use it.</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>	<p>Explore collections of materials with similar and/or different properties - make collections of natural materials to investigate and discuss</p> <p>Talk about the differences between materials and changes they notice</p> <p>-combining different ingredients together, cooling and heating</p> <p>-melting - ice cubes</p> <p>-sink and float</p> <p>-Shadows</p> <p>- new vocabulary</p> <p>Continue developing positive attitudes about the differences between people.</p> <p>-Diversity in Britain</p> <p>-differences they notice between people, whilst also drawing their attention to similarities between different families and communities.</p>
<p>Forest School</p>	<p>Autumn Leaves and Seeds</p> <p>Leaf Rubbings</p> <p>Talk about Harvest and the work farmers do - Bake bread</p> <p>Building a shelter/den</p> <p>Nature crown</p> <p>Containers to catch rain</p> <p>eg -n foil, metal - listen to sound. Sit under umbrella.</p>	<p>Bird food with nuts and lard</p> <p>Make a bubble mixture</p> <p>Collect natural materials to create a collage</p> <p>Animal habitats</p> <p>Exploring ice</p>	<p>Discuss lambs being born/ baby animals</p> <p>Collect natural objects, discuss what they look like</p> <p>Role play outdoors - cafe, ice cream parlour, car/bike wash, garden centre...</p>	<p>Start a flower garden - What do plants need to grow</p> <p>Leaf print</p> <p>-Take care of class caterpillars</p>	<p>-Musical Nature</p> <p>-I spy game</p> <p>-Memory Game</p> <p>-Journey sticks</p> <p>-Nature faces</p> <p>-Making rainbows - shaving foam and paint</p> <p>-Magic potions</p> <p>Water and boats in the tuff tray.</p>	<p>-Nature art</p> <p>-Nature treasure hunt</p> <p>- Leaf number graphs</p> <p>-Making kites (windy day)</p> <p>-Den making with cardboard</p>

	Play percussion/ chant rhymes to the beat				Wood work hammering nails into wood	
Expressive Arts and Design	<p>Colour Mixing and model making</p> <p>Discussing children's interest in and use of colour as they find differences between colours.</p> <p>Make suggestions and ask questions to extend children's ideas of what is possible, e.g. "I wonder what would happen if..."</p> <p>Supporting children in thinking about what they want to make, the processes that they may be involved and the materials and resources they might need such as a photograph to remind them what their house looks like.</p> <p>Singing variety of nursery rhymes and action songs and become familiar with these</p> <p>Move to music and play instruments to a variety of different songs</p> <p>Find the beat</p>		<p>Collage, Clay, and Textured Materials</p> <p>Introduce vocabulary to enable children to talk about their observations and experiences e.g., 'smooth', 'shiny' 'rough', 'prickly' 'flat' 'patterned' 'jagged' 'bumpy' 'soft' and 'hard'</p> <p>Supporting children in thinking about what they want to make, the processes that they may be involved and the materials and resources they might need such as a photograph to remind them what their house looks like.</p> <p>Singing variety of nursery rhymes and action songs and become familiar with these</p> <p>Move to music and play instruments to a variety of different songs</p> <p>Find the beat</p>		<p>Painting techniques and Musical composition</p> <p>Demonstrate and teach skills and techniques associated with the things children are doing e.g., show them how to stop the paint from dripping or how to balance bricks so they will not fall.</p> <p>Introduce children to wide range of music painting and sculpture</p> <p>Encourage children to take time to think about painting or sculpture that is unfamiliar to them before they talk about it or express an opinion.</p> <p>Supporting children in thinking about what they want to make, the processes that they may be involved and the materials and resources they might need such as a photograph to remind them what their house looks like.</p> <p>Singing variety of nursery rhymes and action songs and become familiar with these</p> <p>Move to music and play instruments to a variety of different songs</p> <p>Find the beat</p>	
	<p>Home corner - Home corner</p> <p>Small world- Dolls house</p> <p>Art techniques - Painting, collage, cutting, sticking, colour mixing, modelling, drawing</p>	<p>Home corner - Christmas theme</p> <p>Small world-Autumn woods sensory area</p> <p>Art techniques - Painting, collage, cutting, sticking, colour mixing, modelling, drawing</p>	<p>Home corner -Castle</p> <p>Three bears cottage</p> <p>Three little pigs house</p> <p>Clothes and hat shop</p> <p>Small world- Farm</p> <p>Art techniques - Painting, collage, cutting, sticking, colour mixing, modelling, drawing</p>	<p>Home corner -Jack and the beanstalk</p> <p>Pizza restaurant</p> <p>Doctors (keeping fit and healthy)</p> <p>Small world- mini beasts / sensory area</p> <p>Art techniques - Painting, collage, cutting, sticking, colour mixing, modelling, drawing</p>	<p>Home corner - Rocket</p> <p>Train station</p> <p>Travel agents</p> <p>Pirate ship</p> <p>Small world- rocket</p> <p>Art techniques - Painting, collage, cutting, sticking, colour mixing, modelling, drawing</p>	<p>Home corner - Under the Sea</p> <p>Underwater cave</p> <p>Pet shop</p> <p>Small world- pirate boat</p> <p>Art techniques - Painting, collage, cutting, sticking, colour mixing, modelling, drawing</p>
	Fundamental British Values					
Democracy	<ul style="list-style-type: none"> • Circle Time- discussing feelings, how we manage in the Hive, how to be a good friend etc • Voting - what activities to have in nursery, for a favourite song, snack, book etc. • Collaboration - Collaborative art - making something together; a house for the 3 little pigs, an ark for the animals. • Listening to others' views and talking about their feelings. • Children have the opportunity to share views on what theme they would like to study of the inspiration for their role play. • Turn taking and sharing 					

Rule of Law	<ul style="list-style-type: none"> • Managing our feelings and behaviour • Hive rules and expectations • Rewards - Praise, encouragement, discuss achievements with parents, upload to tapestry, tidy up stickers
Individual Liberty	<ul style="list-style-type: none"> • Nursery ethos of free choice- children independently choosing activities • Children develop a positive sense of themselves. Staff provide opportunities for children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities. For example, through allowing children to take risks on adventurous play, mixing colours and talking about experiences. • Encouraging independence and self-care routines • Taking risks e.g. loose parts outdoor area, climbing area, scissors • Sharing opinions on what children have made
Mutual Respect	<ul style="list-style-type: none"> • Together Time - speaking and listening to each other in an appropriate manner • Respecting the opinions of each other • Taking turns to speak • Treating each other nicely and always using manners • Learning about different families and cultures • Staff create an ethos of inclusivity and tolerance where views, faiths, cultures and races are valued, and children engage with the local community. • Children acquire tolerance and appreciation of and respect for their own cultures through the global learning programme. • They know similarities and differences between themselves and others and among families, faiths, cultures and traditions. • In our global learning sessions, we discuss practice, celebrations and experiences. • Staff promote diversity through display and bi-lingual signage. We promote diverse attitudes and challenge stereotypes when sharing stories that reflect and value diversity of children's experiences.
Tolerance of different Faiths	<ul style="list-style-type: none"> • Circle Time - similarities and difference between each other • Stories from other cultures • Celebrations of festivals • Challenging stereotypes regarding gender, cultural and racial • Using our local community for learning