

Term	Autumn		Spring		Summer	
Cross Curricular Topic	Elmer	TBC Christmas Show	Jungle & Rainforest	Minibeasts	The Circus	Being Healthy
National & Whole School Events	National TA Day Black History Month International Sign Language Week BSL Celebration Day World Mental Health Day Diwali	Remembrance Day Road Safety Week Anti-Bullying week Christmas Workshops FBS Christmas Show Christmas Lunch & Father Christmas	Chinese New Year Safer Internet Day Sign2Sing LGBT Month Charlotte's Mad Hat Day Children's Mental Health Week	World Book Day BSL Recognition Day Ramadan British Science Week Mother's Day World Maths Day	Deaf Awareness Week Eid-al-Fitr Earth Day English Language Day International Nurse Day	World Oceans Day Deaf Festival Week Sports Day Whole School Trip Winning House Trip
Head teacher Key Assemblies	International Day of Sign Language Rosh Hashanah Harvest Black History Month	Anti-bullying British Values and Friendship Diwali Celebrating our achievements Resolving Conflict	NSPCC – Keeping Safe World Religion Day Chinese New Year Online Safety Mental Health & Well-Being	World Wildlife Day People who help us Holi World Water Day Easter	Resilience Meaning of Friendships Different Relationships Ramadan British Values: Respect	World Environment Day Father's Day Healthy Relationship Culture Week Moving on and Saying Goodbye
Books	Elmer Elmer's Colours Elmer and the Rainbow Elmer Plays Hide and Seek Elmer and the Lost Teddy Eric Carle's Opposites Hansel and Gretel	The Very Helpful Hedgehog We're Going on a Leaf Hunt Leaf Man Snowballs Dream Snow Elmer's Christmas The Crayons' Christmas	The Monkey Puzzle Rumble in the Jungle The Mixed-Up Chameleon Mo's Smelly Jumper Elmer on Stilts Look Inside the Jungle Secrets of the Rainforest	Aaaarrgghh Spider! The Very Busy Spider The Bad-Tempered Ladybird The Very Hungry Caterpillar Elmer and Butterfly Snail Trail Peep Inside: Bug Homes	The Greatest Show Penguin Olivia Saves the Circus You See a Circus. I See Spot Goes to the Circus Molly's Circus Come to the Circus Circus (Lois Ehlert)	The Very Hungry Caterpillar Oliver's Vegetables / Fruit Salad Summer Supper Growing Vegetable Soup I Will Not Ever Never Eat a Tomato The Tooth Book (Mark Bacera) The Tooth Book (Edward Miller)
Vocabulary (Key English words and BSL signs)	Elephant Colourful (+ colour names) Same / Different Big / Small Young / Old Fat / Thin Tall / Short Heavy / Light	TBC	Jungle Rainforest Animal (+ animal names) River Bridge Explore	Minibeast (+ minibeast names) Legs Wings Shell Spots Slimy Slow / Fast	Circus Tent Clown Juggling balls Puppets	Growth Healthy/unhealthy Fruit (+ names) Vegetables (+ names) Teeth Toothbrush/toothpaste Dentist
Questions for Deeper Learning	What does an elephant look like? Why does Elmer cover himself in berry juice? Can you think of other ways for Elmer to disguise himself? What is different about the patterned elephants on the last page of the book? Can you sort these elephants in different ways? Can you use different materials to create your own patterned elephant?	TBC	Who helps the baby monkey find his mum? Why is the baby monkey sad? What would you do if you lost your mum? Can you suggest different ways for baby monkey to find his mum? Can you match these baby animals to their mothers? Can you create a picture of your mum?	Where have you seen a spider before? Why does the spider want to be a family pet? What other minibeasts/animals might people fear? Why? What would you do if you saw a spider in your house? Why do you think the family fear the spider? What different ways can you use to pick up a spider safely?	Can you remember (& fingerspell) the penguin's name? Why doesn't Poppy want to perform in the circus? How many ways can you think of to use these items of circus equipment? Which circus act is your favourite? Why? Can you investigate how to make popcorn?	What food makes the caterpillar's tummy hurt? Why do we need to eat fruit and vegetables? Can you think of other foods which are healthy/unhealthy? How do other animals (including humans) change as they grow? Can you investigate which food/drinks help keep our teeth healthy? Can you design a healthy lunchbox/pizza for teddy?

					Can you work together to create your own circus performance and costumes?	
BSL	Culture To know how to introduce themselves. To know how to sign questions and answer them in BSL. To know how to fingerspell correctly. To know about the weather and clothes. To able to match the correct clothes for different weather. To able to use different facial expressions for each weather type e.g. rain – drizzle/light rain/heavy rain.	Christmas Production To draw inferences from stories or events and explain how they inferred this in BSL. To know how to sign all of the character's names in the Christmas performance. To sign BSL sentences from the play script using correct lip patterns.	Culture To know family-related sign vocabulary. To able to describe members of their family. To able to ask and answer questions about family. To understand there are different hobbies/activities. To able to describe their favourite hobby/activity/place to visit. To able to ask and answer questions about hobbies/activities.	Education To know their daily school routine. To know the signs for all subjects at school. To know about special events at school e.g. BSL Recognition Day, World Book Day, Deaf Festival Week.	Society To be able to describe things they might see/use at the circus. To identify which animals are used in the circus. To know about circus acts. To know about food eaten at the circus. To be able to ask and answer questions about the circus.	Society To know about activities that are good for the body. To know about activities that are good for the mind. To know what food is healthy and unhealthy. To able to ask and answer questions about being healthy.
Communication & Language	To talk about what they can see in this story-themed Can You Find? Poster . To describe a colourful elephant from the herd, for the rest of the group to identify. To describe which coloured or patterned elephant is missing from a tray when it is covered and one is removed. Use small world elephants or these Elmer's Day Picture Cards . To find and describe where each elephant is hiding, using positional language such as, "The blue elephant is under the slide," or "The red and yellow elephant is behind the door." Use these Elmer's Day Picture Cards to hide around the space. To make and decorate some biscuits to look like Elmer! This Recipe Sheet could be useful.	TBC To reach or point to something they want while making sounds. Copy your gestures and words. To use a wider range of vocabulary. To Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door". Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" To connect one idea or action to another using a range of connectives. To describe events in some detail.	To guess the jungle animal in this interactive What's Through the Binoculars? PowerPoint. Can the children express their ideas and points of view? Do they agree or disagree with other suggestions? To use talk to organise themselves and their play in a Jungle Explorers Role-Play Area . For example, who will set up the four-wheel-drive vehicle? Who will use the binoculars first? To talk about what jungle animals look like and how they move. Use this Jungle Video PowerPoint to support the discussion. To guess what animal is being described in this 'What Am I?' Interactive Game . Encourage children to listen to clues and then articulate their answers in well-formed sentences. Adults may need to model answers first or repeat answers back with additional vocabulary to support this.	To identify and describe what they can see hiding in this Muddy Minibeast Sensory Bottle . The child holding the bottle shakes it and then tells their friends what they can see hiding in it. To say which small world minibeast is missing from a covered tray when it is covered and one is removed. To use language to describe the minibeads in this Minibeast Sorting Game . To talk about and identify the minibeads in this Minibeads PowerPoint Game . To talk about the different minibeads they can see in this Minibeads Videos PowerPoint . Can they use topic related vocabulary, such as 'slow', 'fast', 'fly', 'slimy', 'shell', 'buzz'? To learn to sing a range of Minibead Songs and Rhymes to support language	To discuss what they might see, hear and smell at the circus. Use a video of the circus and/or a picture of a circus scene to prompt discussion. This Circus Photo PowerPoint may come in useful. To learn vocabulary associated with the circus in this Circus Bingo and Lotto Game . Encourage children to communicate what they have and what are they waiting for. To discuss the differences between pictures of clowns. Show the children a PowerPoint on clowns and get them to discuss the differences they can see. To talk about what they discover inside a Circus themed mystery bag. Encourage the children to tell each other what they already know. To work in pairs to bake and decorate some cupcakes to look like clowns. Encourage the children to communicate to	To explore instructions that have two parts by putting toppings onto some paper pizzas. Take turns to be customers requesting two toppings on the pizzas. For example, 'I would like some cheese and then some tomato'. To explore descriptive vocabulary using some real fruit and vegetables. Describe the fruit or vegetables for the children to identify. Explore new vocabulary, such as ripe, soft, leafy and juicy. To explore using connectives and new vocabulary to describe different food that you would like to buy in a shop or restaurant. For example, "I would like to buy some strawberries because they are ripe and juicy." To explore new vocabulary and solve the riddles to identify the different vegetable characters in this Carrot Club What Am I? PowerPoint .

	To work together to plan and create a specially decorated ‘storytelling chair’. Encourage children to sit in the chair to retell the story to each other. To gaze at faces, copying facial expressions and movements like sticking out their tongue. To make eye contact for longer periods. To watch someone’s face as they talk. To use gestures like waving and pointing to communicate. To enjoy listening to longer stories and can remember much of what happens. To pay attention to more than one thing at a time, which can be difficult. To ask questions to find out more and to check they understand what has been said to them. To articulate their ideas and thoughts in well-formed sentences.		To use this Rumble in the Jungle Story Sack to learn the story. To say which item from the story sack is missing from a tray when it is covered and one is removed. To understand single words in context – ‘cup’, ‘milk’, ‘daddy’. To understand frequently used words such as ‘all gone’, ‘no’ and ‘bye-bye’. To know many rhymes, be able to talk about familiar books, and be able to tell a long story. To use longer sentences of four to six words. To use talk to work out problems and organise thinking and activities, and to explain how things work and why they might happen. To develop social phrases.	development and counting skills. Add a range of props to a basket to support the children when singing and performing them to their friends. To understand simple instructions like “give to nanny” or “stop”. To recognise and point to objects if asked about them. To start a conversation with an adult or a friend and continue it for many turns. To use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.” To listen to and talk about stories to build familiarity and understanding.	their partner what they need to do. To develop and use their communication skills in a Circus themed role play area. To make themselves understood and can become frustrated when they cannot. Start to say how they are feeling, using words as well as actions. To listen to simple stories and understand what is happening, with the help of the pictures. To 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. To start a conversation with an adult or a friend and continue it for many turns. To retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.	To ask questions about losing their milk teeth. Invite some older children to answer their questions. To ask questions about working in a dentist. Invite a dentist or dental nurse to talk to the children about their job and what it is like to visit the dentist. Encourage the children to ask their own questions. To develop pretend play: ‘putting the baby to sleep’ or ‘driving the car to the shops’. To understand simple questions about ‘who’, ‘what’ and ‘where’ (but generally not ‘why’). To 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. To start a conversation with an adult or a friend and continue it for many turns. To engage in non-fiction books. To listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.
Personal, Social & Emotional Development	To work together to decorate a large paper patchwork elephant. Encourage each child to choose materials of their choice and decorate a patchwork square as they desire. To take turns to play this ‘Elmer’ story-themed Matching Game. To discuss the character of Elmer. Why does he want to be a grey colour? How might he be feeling? Discuss being	TBC To use engagement to achieve a goal. For example, gesture towards their cup to say they want a drink. To thrive as they develop self-assurance. To become more outgoing with unfamiliar people, in the safe context of their setting. To show more confidence in new social situations.	To say what jungle animal they would like to be for a day and why. Encourage children to share their ideas in circle time and then dress up/act like the animals. To create jungle-themed stories using a small world rainforest and animal figures or Rainforest-Themed Story Stones. Support children to use this area to play with other children, extending and elaborating play ideas.	To create a set of class rules for how to look after minibeasts and encourage the children to demonstrate this when looking for minibeasts in the environment. To share their favourite/least favourite minibeast and express their feelings in circle time with others. To wait patiently for their go to turn over two cards and see if they can match up a butterfly	To discuss which circus act is their favourite and why. Encourage the children to listen to others’ points of view and talk about how everyone has their own likes and dislikes. To talk about their feelings around circus acts. Encourage the children to think about how watching different circus acts makes them feel and why e.g. “Watching the trapeze artists makes me feel nervous because they might fall off!”	To talk about what they like to eat and their favourite foods. Remind the children that everyone has their own likes and dislikes and to consider the feelings of others. To talk about healthy food and suggest what Teddy could have for his lunch. Invite children to use the pictures from this Eating Lunch Activity to create a healthy lunch box for Teddy. To talk about what our teeth do and why we need to keep

	different, unique and special, and encourage the children to talk about themselves positively. To identify and discuss how characters in the ‘Elmer’ story might feel. Look at the story illustrations and encourage the children to talk about how the characters might be feeling throughout the story. How can they tell? What words could the children use to describe how the characters are feeling? To work in pairs or as a team to find a range of elephant soft toys or pictures around the outdoor area. To become familiar with routines, rules and boundaries and know how to use classroom areas and resources. To express preferences and decisions. They also try new things and start establishing their autonomy. To engage with others through gestures, gaze and talk. To select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. To develop their sense of responsibility and membership of a community. To see themselves as a valuable individual. To build constructive and respectful relationships.	To express their feelings and consider the feelings of others.	To play a card game such as ‘Snap!’ using the Jungle Animal Picture Cards. Encourage children to practise taking turns with others and following rules., To discuss feelings using these Jungle Themed Display Photos. Provide a camera or mirror and encourage the children to choose a picture and make a face to show how that picture makes them feel. To work in pairs to put these Jungle Animal Jigsaws together. To work together in groups of four to act out the ‘Rumble in the Jungle’ story. Have Role Play Masks and props from the story available. Encourage the children to work together in groups. To play with increasing confidence on their own and with other children, because they know their key person is nearby and available. To feel confident when taken out around the local neighbourhood and enjoy exploring new places with their key person. To play with one or more other children, extending and elaborating play ideas. To find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. To show resilience and perseverance in the face of challenge.	in this Butterfly Matching Activity. To create some symmetrical butterfly pictures by matching each other’s decorations on either side of a butterfly’s wings. These Butterfly Outlines could be used with small shape tiles, coloured counters or beads. To learn the words and actions to the Lots of Minibeasts Song PowerPoint. You may like to perform the song for parents and carers! To come dressed as a minibeast for a day and take part in a minibeast parade. They could take turns to walk down a ‘catwalk’ and show their friends their outfit. To feel strong enough to express a range of emotions. Grow in independence, rejecting help (“me do it”). To sometimes this leads to feelings of frustration and tantrums. To follow rules, understanding why they are important. To remember rules without needing an adult to remind them. To identify and moderate their own feelings socially and emotionally.	To discuss whether or not it right for animals to be part of a circus. How do they think the animals might feel? How would they feel if they were an animal in the circus? To take turns leading the group in a movement game. Encourage children to choose one circus act or animal to act out for the others to follow. To discuss and explore the importance of teamwork. Talk about how in a circus everyone needs to work as a team for it all to work well. Do some team building games such as Pass the Hoop or ‘Cross the Swamp’, which involves the team getting from one side of the room to the other using only certain equipment without touching the floor/swamp. To work together to organise and coordinate a circus show in pairs or as a group. To feel strong enough to express a range of emotions. To grow in independence, rejecting help (“me do it”). Sometimes this leads to feelings of frustration and tantrums. To talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’. To talk with others to solve conflicts. To think about the perspectives of others.	them healthy. What do they do at home to look after their teeth? To talk about their experiences of going to the dentist and what happens when they are there. Can they remember how they felt when they first went to the dentist? How do they feel now when they visit the dentist? To talk about what happens if we don’t look after our teeth. Use a model set of teeth to support the discussion. One tooth could be coloured black, another could have food stuck. One could be missing to start talking about losing milk teeth. To do a Tooth Fairy tooth hunt in the classroom or outside area. The children could follow clues or pictures to find a present the Tooth Fairy has lost, or to learn more about keeping teeth healthy. To begin to show ‘effortful control’. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front. To be increasingly able to talk about and manage their emotions. To be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly. To make healthy choices about food, drink, activity and toothbrushing. To manage their own personal hygiene needs.
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Physical Development	To explore mark making and to develop their fine motor skills by using a variety of tools and materials. To re-enact the Elmer story. Encourage them to experiment with different ways of moving. To match coloured counters or pom-poms onto Elmer, to make him bright and colourful. To make wax crayon rubbings of different textured materials. Experiment with a few different materials to see which creates the look of textured elephant skin. To move around the outside area as if they are elephants! How would the elephants move? Can they create slow, heavy movements? To use spray bottles filled with water as elephant trunks, to wash out target numbers or letters written in chalk on an outside wall or pavement. To enjoy moving when outdoors and inside. To sit without support. To use large-muscle movements to wave flags and streamers, paint and make marks. To use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable	TBC To sit on a push-along wheeled toy, use a scooter or ride a tricycle. To start eating independently and learning how to use a knife and fork. To continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. To go up steps and stairs, or climb up apparatus, using alternate feet. To skip, hop, stand on one leg and hold a pose for a game like musical statues. To progress towards a more fluent style of moving, with developing control and grace.	To use actions to imitate different animals. Use these Jungle Animal Movement Cards to support the development of large movements and gross motor skills while also developing vocabulary using words on the cards. To collaborate with others to manage large items and create a bridge across an imaginary Amazon river. Provide planks, crates and large blocks to move into place. Then, allow children to experiment and decide how they will move across the bridge. To develop overall body strength, balance, coordination and agility through some Gym in the Jungle gymnastics sessions. To navigate large apparatus confidently and safely e.g. tunnels, climbing nets, slides and monkey bars. To weave using natural objects found in a jungle. Create a weaving frame using sticks and string then allow children to select their own resources to weave into the loom, such as long-stemmed flowers, feathers, vines, and branches. To re-enact the ‘Rumble in the Jungle’ story using this Rumble in the Jungle Movement Activity. Encourage the children experiment with different ways of moving to represent the different animals.	To explore different ways of moving and combining movements. Invite children to create a movement for different minibeasts and then perform a sequence of movements. These Minibeast Movement Cards might be useful. To pretend to be spiders as they move around equipment. Set up some climbing equipment, stepping stones, mats, benches and obstacles for crawling through, such as tunnels or large boxes. Encourage them to use different ways of moving across the different apparatus. To take part in a group activity by playing spider web tag in a large space. One child can be the spider and when they tag a child, they must 'stick' to the spider web. The other children must then try to free them! To make some salt dough spiders. Encourage them to roll and shape the dough into a ball and then add pipe cleaner legs and googly eyes. To weave wool caterpillars in and out of holes punched in leaves. Alternatively, add paper plates with holes pierced around the edge along with wool for children to create wonderful spider web patterns as they weave in and out of the holes. To use finger painting to decorate or print some minibeasts – they could print	To explore different ways of moving acrobatically by learning gymnastics skills in PE. To take part in different throwing and catching games using juggling balls to develop hand-eye coordination. To move like a lion crawling/jumping through hoops of ‘fire’. Encourage the children to hold the hoops in a row while one child moves through them. To develop balance by walking along a wooden plank or upturned bench whilst carrying a pole. Can children work together to walk along a rope? To develop gross motor skills and teamwork skills by playing parachute games. Introduce juggling balls to the parachute – can children work together to keep the balls on the parachute? To develop bilateral coordination skills by making and using Sock Poi. To enjoy starting to kick, throw and catch balls. To build independently with a range of appropriate resources. To explore different materials and tools. To increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. To match their developing physical skills to tasks and	To make some healthy Fruit Smoothies. Encourage children to help wash and prepare the fruit using child-safe cutlery and to use jugs to pour the smoothies into cups. To use child-safe knives to make chips from potatoes like in Oliver’s Vegetables. To explore different ways of moving in this Activity Beans game. Talk about other types of beans and encourage children to add their own movements to the game. For example, magic beans! To re-tell the story of The Very Hungry Caterpillar through movement and dance. To practise brushing teeth by putting paint or pen on this Teeth Brushing Practical Activity for the children to brush off with a toothbrush. They can also practise brushing their own teeth. To explore food which can be good or bad for your teeth in a ‘tooth race’ game. Provide cut-outs of happy and sad teeth. Give the children a picture of a food and encourage them to run to place the picture on the correct tooth. To walk, run, jump and climb – and start to use the stairs independently. To spin, roll and independently use ropes and swings (for example, tyre swings).

	grip with good control when holding pens and pencils. To revise and refine the fundamental movement skills they have already acquired.		To use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks. Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress. To develop manipulation and control. To show a preference for a dominant hand. To be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. To develop their small motor skills so that they can use a range of tools competently, safely and confidently. To combine different movements with ease and fluency.	spots onto a ladybird or make caterpillars of different lengths. To gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking. To fit themselves into spaces, like tunnels, dens and large boxes, and move around in them. To collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. To use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. To confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. To develop overall body-strength, balance, co-ordination and agility.	activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. To further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming. To develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.	To start taking part in some group activities which they make up for themselves, or in teams. To choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. To develop the foundations of a handwriting style which is fast, accurate and efficient. To further develop the skills they need to manage the school day successfully.
Literacy	To retell the ‘Elmer’ story using a small world setting and characters. To talk about abilities or characteristics they have that make them unique and special. They could record their ideas on these ‘I am Special’ Writing Frames. To talk about what Elmer might say or be thinking at different parts of the story. Use these Speech and Thought Bubble Posters for children to write their ideas or complete them as a group as a shared writing activity.	TBC To enjoy sharing books with an adult. To pay attention and respond to the pictures or the words. To understand print can have different purposes. To count or clap syllables in a word. To read some letter groups that each represent one sound and say sounds for them. To read a few common exception words matched to the school’s phonic programme.	To develop awareness of letter-sound/sign correspondences in this Jungle-themed ‘What’s in the Box’ Activity To use phonological awareness with Visual Phonics to recognise words with the same initial sound/sign on this Jungle-Themed I Spy Activity sheet. To create a group rainforest tree by writing their names/topic words on a Leaf Template. You can then put these together to create a large tree display.	To create short stories from minibeast story bags with a range of minibeasts, natural and unusual objects. As children pull objects from the bag, you can create a short story together. To identify minibeasts by watching and listening to the initial sound of their names in a ‘What’s in the box?’ initial sounds game. To create a caterpillar using printing techniques. Invite the children to write their name or minibeast vocabulary using the segments of the caterpillar to help order their letters.	To label objects from a Circus themed mystery bag. Explore and discuss the objects together in circle time. Can children identify the initial sound and write the corresponding letter? To practise identifying Circus themed words. Use a clown puppet to fingerspell/use Visual Phonics to spell out some circus items for children to identify. To design a poster to advertise the circus coming to town or to advertise one of the circus acts. Look at and discuss existing circus posters and discuss what	To practise identifying food words. Use a puppet to fingerspell/use Visual Phonics to spell out some food items for children to identify. To practice reading tricky words. Create some invisible ink by mixing equal parts of baking soda and water. Use this mixture to write some tricky words onto paper. Provide the children with pots of grape or cranberry juice to paint over the top, reveal and then read the words To practice writing and spelling food words using this handy Shopping List Writing Activity.

	To sequence the 'Elmer' story using these Story Sequencing Cards. To take part in a shared writing activity to write an invitation for an Elmer's Day celebration. Talk about and demonstrate the information to include in an invitation. To find and identify these Patchwork Display Letters hidden around the outside area. They could explore word building too. To join in with BSL songs and rhymes, copying sounds/handshapes, rhythms and some signs. To understand print has meaning. To spot and suggest rhymes. To read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.		To discuss and explore the five key concepts about print when looking through some jungle-themed topic books, both fiction and non-fiction. To use their knowledge of the story 'Rumble in the Jungle' to sequence it using these Story Sequencing Cards. To retell the story 'Rumble in the Jungle' using a small world setting and characters. To have favourite books and seeks them out, to share with an adult, with another child, or to look at alone. To repeat words and phrases from familiar stories. To understand we read English text from left to right and from top to bottom. To understand the names of the different parts of a book. To read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.	To feed 'sounds' to a large model of a caterpillar in this Caterpillar Feeding Phonics Game. Can they find objects that match that sound? To read simple words/sentences and match them to the correct pictures in this Minibeast Simple Sentences Matching Activity. To take photos of and label different minibeasts they find on a minibeast hunt outdoors. To observe how minibeasts (tadpoles/caterpillars) change over time and create a simple diary to show their life cycle. To ask questions about the book. To make comments and share their own ideas. To develop play around favourite stories using props. To understand page sequencing. To recognise words with the same initial sound, such as money and mother. To re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.	features they have and what print they include first. To draw and label a circus act of their own creation. Can they describe what the circus act will do? To create short stories from a circus themed story bag. As children pull objects from the bag, you can create a short story together. To practise making CVC or CVCC words by putting them together on juggling balls. To notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. To enjoy drawing freely. To engage in extended conversations about stories, learning new vocabulary. To 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 the page; writing 'm' for mummy. To form lower-case and capital letters correctly. To spell words by identifying the sounds and then writing the sound with letter/s.	Invite children to write the words next to the picture of each item. To write instructions for brushing teeth. Write a note or letter from the Tooth Fairy asking the children to write instructions for brushing teeth to give to a giant that isn't very good at it. To practise reading CVC or CVCC words on laminated mouth pictures. Can the children read the word then rub it out with a toothbrush? To practise making CVC or CVCC words by putting them together in a mouth. Create some phoneme cards on teeth shapes for children to put together. To add some marks to their drawings, which they give meaning to. For example: "That says mummy". To make marks on their picture to stand for their name. To write some or all of their name. To write some letters accurately. To write short sentences with words with known letter-sound correspondences using a capital letter and full stop. To re-read what they have written to check that it makes sense.
Mathematics	To explore and create repeating patterns to decorate Elmer. To decorate a large elephant shape using wooden blocks dipped into paint to make the elephant look like Elmer!	TBC To react to changes of amount in a group of up to three items. To compare amounts, saying 'lots', 'more' or 'same'. To develop number sense to 5.	To play ordering games, missing number games, matching and counting games. Print out and laminate numbers 0-10/20 from this Jungle Themed Display Numbers resource to use.	To find minibeasts in a sensory nature tray and discuss their locations using prepositions such as 'in front of' and 'behind'. To make worms of different lengths using playdough and	To complete this Circus Themed Colour by Number worksheet. To sort clown faces into groups using this Clown Faces Sorting Activity. Encourage children to think about the different ways the clown faces can be sorted.	To explore number bonds to ten by creating a paper pizza with two types of toppings. Explore adding toppings to the pizza to find different ways of making ten toppings altogether.

	Talk about the 3D and 2D shapes used and their properties. To sing this One Elephant Went Out to Play Nursery Rhyme to encourage children to practise their counting skills. To make a collection of small-world elephant toys. To talk about the different sizes of the toys and they could then be used for a variety of counting, addition and subtraction activities. To create a patchwork pattern by colouring squares in a grid on the playground using chalk. Can they make sure that the same colours are not next to each other? To play ordering games, missing number games, matching and counting games etc. To combine objects like stacking blocks and cups. Put objects inside others and take them out again. To take part in finger rhymes with numbers. To develop number sense to 5. To make comparisons between objects relating to size, length, weight and capacity. To talk about and identifies the patterns around them. To count objects, actions and sounds.	Experiment with their own symbols and marks as well as numerals. To talk about and explore 2D and 3D shapes. To link the number symbol (numeral) with its cardinal number value. To count beyond ten.	To practise recalling number bonds to ten using an interactive Jungle Maths game. To sort and order jungle animals by size. Have a selection of laminated Jungle Size Ordering Pictures. Start with three of each and encourage the children to sort them into hoops – all of the small creatures in one hoop, the medium sized in another hoop etc. To describe patterns found on jungle animals. Look at some photos, fabrics or figures of rainforest animals and talk about the patterns that the children can see. Play a guessing game and ask a child to describe one of the animals by their pattern. They can use informal language such as ‘spotty’ or covered in ‘blobs’. To create a snake by moulding some playdough. Can the children compare the length of their snake to other people’s snakes? They could also decorate their snake using buttons or beads or shapes to create a repeating pattern. To work as a group to measure and compare heights using this Giraffe Height Chart. To develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence. To climb and squeeze themselves into different types of spaces. To solve real world mathematical problems with numbers up to 5	order them from shortest to longest. To correct a pattern using this Curly Caterpillars Repeating Pattern PowerPoint, then create their own repeating pattern bead caterpillars. To complete this Cautious Caterpillar Counting Treasure Hunt Activity. Provide the checklist on a clipboard and encourage the children to count the number of each image, recording the total on the checklist. To explore doubling numbers using these Double the Ladybird Spots Sheets. Children can use counters to make the same number of spots on the other side of the ladybird and complete the simple addition sentence. To explore different ways of making ten by sharing ten counters between both sides of the ladybirds and butterflies. To count in everyday contexts, sometimes skipping numbers – ‘1-2-3-5’. To build with a range of resources. To understand position through words alone. To select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. To explore the composition of numbers to 10. To automatically recall number bonds for numbers 0-5 and some to 10.	To identify and count 2D shapes in a clown’s outfit. The children could then work together to create a giant model of a clown from junk modelling materials and talk about the 3D shapes. To create a clown face from 2D shapes. Encourage the children to arrange the shapes in different ways to create different faces. To create and continue repeating patterns. Use different coloured balloons to create patterns and get the children to carry on the patterns. To design and create circus themed bunting with a repeating pattern. To complete inset puzzles. To compare sizes, weights etc. using gesture and language - ‘bigger/little/smaller’, ‘high/low’, ‘tall’, ‘heavy’. To describe a familiar route. To discuss routes and locations, using words like ‘in front of’ and ‘behind’. To combine shapes to make new ones – an arch, a bigger triangle etc. To select, rotate and manipulate shapes to develop spatial reasoning skills. To compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.	To use language to describe and compare capacity. In a water tray, set up a role-play smoothie bar. Provide a variety of cups and jugs for children to explore capacity. Invite them to describe and compare the capacity of the cups, using language, such as full, nearly full, half full, empty, nearly empty. To use timers to brush their teeth for two minutes. Talk about how long you should brush your teeth. Use timers to see what other activities can be done in two minutes. To compare and order teeth by size. Provide tooth cut-outs of different sizes for the children to compare and order. To calculate how many teeth the Tooth Fairy collects altogether. Can the children record this using addition symbols to help the Tooth Fairy remember? To practise number bonds to ten. Create some individual teeth cards with numerals on. Children can then practise their number bonds by matching cards together to total a given amount. To notice patterns and arrange things in patterns. To extend and correct ABAB patterns – stick, leaf, stick, leaf. To notice and correct an error in a repeating pattern. To begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...’
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			To compare quantities using language: ‘more than’, ‘fewer than’. To compare numbers. To understand the ‘one more than/one less than’ relationship between consecutive numbers.			To continue, copy and create repeating patterns. To compare length, weight and capacity.
Understanding the World	To learn about elephants and where they live. To use an atlas or a globe to look at places around the world where there are jungles and where elephants live in the wild. To explore colours using this Colour Spinner Science Experiment. To carry out this Fruity Sweets Science Experiment and sequencing activity. To carry out this Grow a Rainbow Science Experiment. To explore and talk about a range of materials based on colours and rainbows e.g. kaleidoscopes, laser disks, colour wheels, colour paddles and coloured cellophane. To repeat actions that have an effect. To use all their senses in hands-on exploration of natural materials. To explore collections of materials with similar and/or different properties. To talk about members of their immediate family and community. To name and describe people who are familiar to them.	TBC To explore materials with different properties. To begin to make sense of their own life-story and family’s history. To explore how things work. To comment on images of familiar situations in the past. To compare and contrast characters from stories, including figures from the past.	To discuss and plan an imaginary expedition through the jungle. Would it be hot or cold? What might we see? Have a backpack full of items such as a water bottle, binoculars, camera, compass, paper and pencil, child safe first aid kit and map. Unpack the backpack and ask the children why they think each item would be useful. Play a circle game of ‘In my backpack I will take...’ To discuss where rainforest animals might live and why. Print and laminate this Rainforest Where Do I Live? Sorting Activity. Encourage the children to think about where each animal might live and why. Also how they would move around the water. To use all senses when exploring tropical fruit found in a rainforest. Encourage children to be hands-on and touch the fruit, smell it, look at it and then taste it. To match jungle animals to their young. Use these Jungle Animals and their Young Picture Matching Cards as a prompt to support children to use a wide vocabulary when talking about what they see while matching the cards together.	To care for and observe real caterpillars as they grow and change into butterflies. To explore life cycles of a butterfly and a frog. Encourage children to comment and share their ideas. The children may then be able to complete these Butterfly Life Cycle Worksheets, perhaps adding words or sentences To search for and find real minibeasts in a minibeast hunt. Children could use magnifying glasses to make observations. Encourage them to record their findings by taking photos, drawing pictures, or by ticking off the minibeasts on these Minibeast Hunt Checklists. To explore and discuss minibeast habitats. Talk to the children about homes and habitats; how our homes have what we need in them, such as food and water. Talk about how minibeasts need that too and use these Minibeasts and their Habitats Matching Cards as a discussion starter. To find out how honey is made. Make some yummy Honey Biscuits with the children. Use it as an opportunity to observe how the mixture of the biscuits changes as it is mixed and cooks.	To sort different circus acts into pushes and pulls. Watch a video of circus performers and copy their movements to decide whether they are pushing or pulling. To investigate balanced forces by putting weights on a seesaw and getting it to balance. To carry out this Ball Rolling Experiment using juggling balls to investigate the effect of friction on forces. To investigate how to make popcorn. Discuss how the popcorn kernels change and why. Can this be reversed? To carry out this Dancing Popcorn science experiment. To make and test out different Spinning Tops designs. What do you notice about how the spinning tops work? Which size spinning top works best? To make connections between the features of their family and other families. To talk about the differences between materials and changes they notice. To continue developing positive attitudes about the differences between people. To explore the natural world around them.	To discuss different foods and where they come from using these Food Origins Matching Cards. Encourage children to share their own experiences of growing vegetables or picking fruit. To investigate where food comes from. Look at some food labels, such as those found on different types of fruit, to see where they come from. Use a globe or maps to locate the different places and discuss how far the food has travelled. To investigate how to regrow vegetables in this Regrowing Vegetables Science Experiment. Encourage the children to talk about what they notice and what might happen. Encourage children to describe what happens during the experiment. To observe and compare teeth from different animals. Can children talk about the differences and say why they have different shaped teeth? To make their own toothpaste from baking soda. Explore different types of toothpaste and their ingredients first. To discuss how technology is used by a dentist. Look at some x-rays of teeth to support the discussion.

			To explore camouflage in nature. Look at photos of different jungle and rainforest animals. Encourage children to notice the different colours and patterns on the animals. Talk about how some animals use camouflage to blend into their environment. Can the children name any animals that use camouflage? To discuss the similarities and differences between life here and life in the Amazon rainforest. Use online photos as a prompt. To explore natural materials, indoors and outside. To understand the key features of the life cycle of a plant and an animal. To begin to understand the need to respect and care for the natural environment and all living things. To draw information from a simple map. To understand that some places are special to members of their community.	To plant vegetables and flowers that will encourage lots of different minibeasts. Closely observe the minibeasts that they see visiting the plants. To explore and respond to different natural phenomena in their setting and on trips. To talk about what they see, using a wide vocabulary. To explore and talk about different forces they can feel. To recognise that people have different beliefs and celebrate special times in different ways. To recognise some similarities and differences between life in this country and life in other countries.	To describe what they see, hear and feel whilst outside.	To notice differences between people. To plant seeds and care for growing plants. To know that there are different countries in the world and talk about the differences they have experienced or seen in photos. To recognise some environments that are different to the one in which they live. To understand the effect of changing seasons on the natural world around them.
Expressive Arts & Design	To create this Milk Carton Elephant Craft, using squares of coloured paper to turn milk bottles into patchwork elephant models. To design and create ‘trunk-blowing’ elephant masks. To role play the story. Provide dressing up costumes and props. To create sound effects for the story. Provide percussion instruments and noise makers for the children to use.	TBC To explore and respond to different natural phenomena in their setting and on trips. To explore natural materials, indoors and outside. To talk about what they see, using a wide vocabulary. To explore how things work. To create collaboratively, sharing ideas, resources and skills.	To make Jungle Animal masks from paper plates. Encourage the children to think about how to decorate their masks and what materials to use. To learn the song Five Little Monkeys. Encourage them to act it out using role play masks. To work together to create a Rainforest Collage using natural materials. To create their own jungle in a shoebox! Have a selection of materials for children to use such as cardboard tubes for	To create small word minibeasts by painting stones to look like a bee, ladybird or butterfly. Use them to decorate a small world area or outdoor space. To create symmetrical butterfly pictures. Model how to paint one half of a butterfly template and fold it in half to transfer the design. To create snail collage pictures. Look at and discuss ‘The Snail’ picture by Henri Matisse to support development of ideas.	To design and make their own clown’s hat. Encourage the children to think about how to decorate their hat and what materials to use. To paint an egg with a clown face. To paint each other’s faces as clowns. To design and build their own model of a circus big top. Have a range of junk modelling materials for children to select from and use.	To explore colours and colour mixing to create shades of paint to use when painting fruit pictures. Look at some fruit and invite children to mix paints to create the colours they need for their favourite fruit. To use fruit or vegetables to create faces. Talk about the artwork of Giuseppe Arcimboldo using these Display Posters. Invite children to work collaboratively to arrange real or role-play fruit and vegetables to create faces and take photos of their finished creations.

	To create their own patchwork t-shirts. Provide squares of coloured fabric, fabric paint and glue for children to use. To plan and create decorations for an Elmer's Day Celebration. To explore and respond to different natural phenomena in their setting and on trips. To explore materials with different properties. To use all their senses in hands-on exploration of natural materials. To explore collections of materials with similar and/or different properties. To know that there are different countries in the world and talk about the differences they have experienced or seen in photos. To explore, use and refine a variety of artistic effects to express their ideas and feelings.		trees, brown paint and a selection of green materials. To move like a jungle animal to the rhythm of a beat. Use an instrument to create a steady beat and encourage children to move like a jungle animal to the rhythm. Prompt children to listen with increased attention to the sounds. For example, if the beat changes speed, they change speed or if the instrument changes, the animal being imitated changes. To make Jungle Themed Rain Sticks to create the sound of rain. Explore how the sound changes when different types and amounts of fillings are used e.g. rice, beans, buttons. To explore and respond to different natural phenomena in their setting and on trips. To explore natural materials, indoors and outside. To explore and talk about different forces they can feel. To talk about the differences between materials and changes they notice. To listen attentively, move to and talk about music, expressing their feelings and responses.	To design and create their own minibeast using junk modelling materials. When children have completed them, set up a gallery for children to share their creations and offer them the chance to talk about their minibeast. To create a butterfly life cycle dance e.g. curl up in a ball like an egg, wriggle like a caterpillar on the floor, spin around to create a chrysalis and move arms up and down to fly like a butterfly. Watch a video of the life cycle of a butterfly to help with ideas. To use percussion instruments to make sounds to accompany different minibeasts. Encourage the children to think about which instrument would be best for each minibeast and how they should be played (quiet/loud, slow/fast). To explore and respond to different natural phenomena in their setting and on trips. To repeat actions that have an effect. To understand the key features of the life cycle of a plant and an animal. To begin to understand the need to respect and care for the natural environment and all living things. To watch and talk about dance and performance art, expressing their feelings and responses.	To work together to create a circus big top in the role play area. Encourage the children to use their imagination when playing together. To work together to create their own circus performance and costumes. To repeat actions that have an effect. To notice differences between people. To talk about what they see, using a wide vocabulary. To begin to make sense of their own life-story and family's history. To develop storylines in their pretend play.	To use toothbrushes as a tool for painting. Encourage children to explore the different marks and textures a toothbrush can make To design and make their own toothbrush. Encourage children to think about what material they would make it from or add some fun details to the handle. To create a giant mouth with teeth from junk-modelling materials. The children can then clean the teeth with a giant toothbrush. To make a model of the Tooth Fairy. Ask the children what they think the Tooth Fairy looks like, and encourage them to explore and use a range of materials. To notice differences between people. To make connections between the features of their family and other families. To plant seeds and care for growing plants. To show interest in different occupations. To explore and engage in music making and dance, performing solo or in groups.
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Deaf Studies	Deaf Identity To talk about our families. To understand who is Deaf and who is hearing at home. To understand who is Deaf and who is hearing at school? To learn about our hearing levels. To know what we can and cannot hear at school.	Christmas Production To know the story of the Christmas production in BSL To draw their character in the play To describe their character in detail To act in the style of their character. To create a series of dance moves for each of their characters	Communication Technology To know what an alarm is To learn about different types of alarm To learn about the differences between alarms at home and at school To research what alarms there are at home and at school To design their own alarm	Deaf History To learn about past events and celebrations in Deaf History To learn about how we celebrate birthday parties, Easter, Christmas, weddings and other religious festivals (Diwali, Eid etc) To know why we have BSL Recognition Day and BSL Celebration Day To create a poster inviting people to a BSL Celebration party	Communication To understand why we have sign names To survey children and staff about their sign name To choose a story and create a sign name for the main character To retell the story in BSL on film using Green Screen technology	Deaf Identity (Being Healthy) To research Deaf organisations that help Deaf people stay healthy in mind and body To learn about Deaf role models and their role in the community To participate in sessions led by Deaf role models in sports and cookery To plan and make their own short fitness video To plan and make a cooking video using healthy recipes
Educational Trips	Birdcage and Kings Cross Station & local park. Rainbow Soft Play. Finsbury Park Playground. ZSL London Zoo. Elmer Elephant Trail. Waitrose (pumpkins). Topsy Turvy World (Soft Play).	3 x Christmas Show Trips. Little Dino Soft play. Forest School at Highgate Wood. Santa Spectacular at Willows Activity Farm.	Rainforest Experience at ZSL London Zoo. Rainforest at SEALIFE London. Rainforest Café. Kentish Town Soft Play. Forest school in Highgate Wood/Epping Forest Park.	Camley Street Natural Park. Butterfly House at Golders Hill. Forest school at Epping Forest. Minibeast experience (in school). Soft Play. Park.	Circus show. Circus skills workshop. Deaf Circus/Mime to visit school. Soft play. Forest School. Holland Adventure Playground.	The Story Garden (allotment). Dentist visit. Greengrocer/market visit. Buy fruit/vegetables to make smoothies/healthy snacks. Soft play. Forest School. Diana Memorial Playground.
Community links	International Sign Language Week. Waitrose. King's Cross Station.	Christmas Show Workshops: working with external volunteers. Christmas Show performances to parents and the community. Christmas lunch & Deaf Father Christmas.	SignHealth.	British Deaf Association. World Book Day. BSL Recognition Day. Camley Street Natural Park.	Deaf Awareness Week.	Deaf Schools & Units Deaf Role Models Story Garden. Sports Day. Deaf Festival Week. Winning House Trip

0 – 3 Years = Pink

3 - 4 Years = Blue

Reception = Orange