

## Overview - CLL

### Cubs- Literacy TERMLY overview Autumn Term 1 Traditional Tales:

Term <b>AUT 1</b>	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>Books – theme focus: New Intake</b>	<b>Numbers</b> One ted fell out of bed.	<b>Nursery Rhymes</b> <b>Buster goes to Nursery School</b>	<b>Colours (Wow said the owl)</b>	<b>Mini Beasts</b> Aaaagh Spider	<b>Rosie’s Walk – Harvest</b> Rosie’s walk and Picnic	<b>Autumn</b> Peace at last./The Fair Peppa goes to the Fair.
<b>Vocabulary</b>	*Numbers, count, how many?, more, fewer, same	*Singing, twinkle little star, baa baa black sheep, humpty dumpty, loud, quiet.	Colour, red, yellow, blue, green, rainbow, rain, sunshine, owl, happy	*Bug, insect, long, small, legs, crawl, wriggle, wings, fly, bzzzz.	*Food, fruit, eat, drink, share, bake, cook, oven, hot, cold, Infront, behind, under, above (on top)	Leaf, tree, conker, twig, stick, shiny, smooth, Autumn *Fair, Ferris Wheel, Dodgems, Food, Carousel, train Lights, Candy floss.
<b>Cross curricular links</b>	*Welcome the children back into Cub’s nursery. *Support with routines. *Jigsaw – Who.....me?	*Growing sense of self by asserting their likes and dislikes. *Enjoys playing alongside peers. *Becoming more confident in exploring Nursery.	*Begins to explore new environment with support. *Becoming aware of our boundaries and rules within Cubs. *Jigsaw – How am I feeling today?	*Continue to familiarise self with routine and boundaries. *Express preferences and choices. *Thrive as they develop self-assurance. *Jigsaw- Being at Nursery	*Jigsaw - Gentle hands *Explores different materials – Play dough and hay. *Watch a video of bread making. *Baking bread - Discuss the process for making bread. Look at the differences and similarities before and after baking.	* Technology focus – use a variety of tools and fixing techniques to make products linked to the story. *Discuss similarities and differences in textures of collage resources
<b>Reading: ADULT LED READING SESSION</b>	*Enjoy sharing books with an adult **Focused song ‘Number Rhymes’. *Focus book - One ted fell out of bed.	*Focused songs ‘Nursery rhymes’ *Shake and stop with shakers. *Focus books – Rhyming stories *Share books with adult and peers	*Focused song – Wheels on the bus. *Focus books – Wow said the owl. *Share books with adult and peers	*Focused song: ‘Mini Beast songs’ *Focus book: Aaaagh Spider *Sharing books, starting to have favourites they will seek out.	*Focused song: ‘Old Macdonald had a farm’ *Action songs / circle songs *Focus book: Rosie’s walk and Picnic *Sharing books,	*Focus book: Peace at last. Peppa goes to the Fair. *Sharing books, starting to have favourites they will seek out.
<b>Phonics</b>	*Responds to sounds in the environment such as cars, sirens and birds *Is interested in and explores the sounds made by banging and tapping familiar objects and simple instruments	*Sound discrimination – Animal sounds. *Enjoys listening to nursery rhymes.	*Sound discrimination – musical instruments.	*Tries to join in singing nursery rhymes using words and actions. *Sound discrimination – Environmental sounds.	*Tries to join in singing nursery rhymes using words and actions. *Sound discrimination – Vehicle sounds.	*Sound discrimination –Animal sounds and sound cards. And Sound discrimination – Sound cards

<b>H/W</b>	Circular movements, lines, scribbles, up/down/across	Circular movements, lines, scribbles, up/down/across	Circular movements, lines, scribbles, up/down/across	Circular movements, lines, scribbles, up/down/across	Circular movements, lines, scribbles, up/down/across	Circular movements, lines, scribbles, up/down/across
<b>Guided Writing</b> <b>ADULT-LED</b> <b>GROUP TIME</b> themes:	*Enjoy drawing freely Squiggle While You Wiggle	*Enjoys drawing freely – chalks, pencils, crayons.*Mark making in sand. Squiggle While You Wiggle	*Enjoys drawing freely – chalks, pencils, crayons. Squiggle While You Wiggle	*Enjoys drawing freely – water and brushes, felts, crayons Squiggle While You Wiggle	*Write about Rosie’s walk Squiggle While You Wiggle	*Enjoys mark making, becoming aware of the marks they make Squiggle While You Wiggle *Write/make marks about visiting the fair.

## Overview - CLL

### Cubs- Literacy TERMLY overview Autumn Term 2 :

Term <b>AUT</b> 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>Books – story – theme focus:</b>	<b>Bonfire night</b> Shark in the dark	<b>Shapes</b> Whatever next	<b>All about me/ Self care</b> The family book / Dirty Birty	<b>Families/Owl Babies</b>	<b>Cold weather</b> Say Hello to the snowy animals.	<b>Christmas story</b>
<b>Vocabulary</b>	Firework, rocket, bang, loud, bright, sky, fire, hot	Triangle, circle, rectangle, square, pointy corners, slope, straight, round, curvy.	Face, eyes, ears, nose, eat, wash, sleep, same, happy, sad.	Mummy, daddy, sister, brother, house, home, family, friends, kind, love.	Cold, ice, polar bear, penguin, arctic.	Bauble, tinsel, tree, lights, stocking, reindeer, elves, Santa, beard, sack, presents.
<b>Cross curricular links</b>	<ul style="list-style-type: none"> <li>*Jigsaw-What am I good at</li> <li>*Breadstick sparkler - melt chocolate – observe changes.</li> <li>*Explore light and dark with torches.</li> <li>*Talk about their experiences of Halloween and Bonfire night.</li> </ul>	<ul style="list-style-type: none"> <li>*Jigsaw – I’m special, I’m me!</li> <li>*Light square with gel shapes.</li> <li>*Explores different materials – Play dough.</li> <li>*Linking rabbits – practise linking the pieces</li> <li>*Explore the magnetic shapes</li> </ul>	<ul style="list-style-type: none"> <li>*Jigsaw – Families</li> <li>*ICT Kitchen equipment</li> <li>*Explore cogs and wheels</li> <li>*Share a range of diversity books, different countries, different cultures.</li> </ul>	<ul style="list-style-type: none"> <li>*Sensory light</li> <li>*Explores different materials – Play dough.</li> <li>*Explore photos of themselves and families</li> <li>*IPAD- look at Owl in nature.</li> <li>*Woodland small world scene.</li> <li>*Jigsaw – Houses and homes</li> </ul>	<ul style="list-style-type: none"> <li>*Enjoy books about Arctic animals.</li> <li>*Explores different materials – Play dough, ice and shaving foam</li> <li>*Observe the changes in ice.</li> <li>*Observe the changes in weather.</li> <li>*Arctic animal small world scene.</li> <li>*Interactive Arctic animal fact book.</li> </ul>	<ul style="list-style-type: none"> <li>*Jigsaw – Standing up for yourself</li> </ul>
<b>Reading: ADULT LED READING SESSION</b>	<ul style="list-style-type: none"> <li>*Focused song: Nursery Rhymes</li> <li>*Focus book – Shark in the dark</li> <li>*Share books with adult and peers.</li> </ul>	<ul style="list-style-type: none"> <li>*Shake and stop with shakers.</li> <li>*Focus books: Whatever next!</li> <li>*Share books with adult and peers.</li> </ul>	<ul style="list-style-type: none"> <li>*Focused song – Here we go round the Mulberry bush</li> <li>*Focus books – The family book / Dirty Birty</li> <li>**All about me stories/books</li> </ul>	<ul style="list-style-type: none"> <li>*Focused song: My Family song</li> <li>*Action songs / parachute songs</li> <li>*Focus book: Owl babies</li> </ul>	<ul style="list-style-type: none"> <li>*Focused song: If you want to be a (arctic animal)</li> <li>*Guided reading</li> <li>*Focus book: Say Hello to the snowy animals.</li> <li>*Sharing books, starting to have favourites they will seek out</li> </ul>	<ul style="list-style-type: none"> <li>*Focus song: Christmas songs.</li> <li>*Focus book: Santa wears underpants!</li> <li>*Sharing books, starting to have favourites they will seek out.</li> </ul>
<b>Phonics</b>	*Sound discrimination - Environmental sounds.	*Sound discrimination – Musical instruments sound cards.	*Sound discrimination – Vehicle sounds. Identify	*Repeat phrases/words from the story.	*Sound discrimination – Sound cards	*Sound discrimination – Environmental sounds.

			different actions – eating, sleeping, running etc	*Sound discrimination – Farm animal sounds	* Join in singing nursery rhymes using words and actions.	
<b>H/W</b>	Circular movements, lines, scribbles, up/down/across	Circular movements, lines, scribbles, up/down/across	Circular movements, lines, scribbles, up/down/across	Circular movements, lines, scribbles, up/down/across	Circular movements, lines, scribbles, up/down/across	Circular movements, lines, scribbles, up/down/across
<b>Guided Writing ADULT-LED GROUP TIME</b> themes:	*Halloween/bonfire writing. *Bonfire mark making	*Enjoys drawing freely – chalks, pencils, crayons.	*Write about feelings I feel happy..... /Sad.....	*Write about 'Our Family'	*Enjoys drawing freely – chalks, pencils, crayons	*Christmas writing, becoming aware of the marks they make, encourage children to write their name

## Overview – CLL Cubs- Literacy TERMLY overview Spring Term 3 :

Term SPRING TERM 3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>Books – story – theme focus:</b>	<b>Number/ New Intake</b> Ten little fingers	<b>New Intake</b> Buster goes to nursery and Goat goes to nursery.	<b>Winter</b> Penguin	<b>Dinosaurs</b>	<b>Whatever Next</b>	<b>Valentines/ Chinese New Year</b> Dear Zoo
<b>Vocabulary</b>	*Numbers, count, how many?, more, fewer, same	*Cubs, play, toys, snack, coat, outside, first, next	*Cold, hat, scarf, gloves, weather, winter, snow, ice.	*Dinosaur, Roar!, big, small, spikey, tail, teeth, claws, stomp	*Rocket, space, moon, sky, stars, dark.	*Family, love, happy, kind, share.
<b>Cross curricular links</b>	Jigsaw – Challenge.* ICT Number games *Magnetic blocks *Explore cogs and wheels *Explores different materials – Play dough, shaving foam. *Pirate scene small world	Jigsaw – Never giving up *Explores different materials – Play dough, oats *Light pebble. *Explore cause and effect of water wheels *ICT treehouse and garage. *Happy land small world	*Jigsaw – Setting a goal *Baking cheese straws – discuss melting of the cheese and baking process. *Notice changes in the weather and how we can keep ourselves warm. *Explore the garden look at the changes of plants and trees.	*Jigsaw – Obstacles and support *Treasure basket *Bingo game on the IWB *Explores different materials – Play dough, noodles. *Enjoy looking at dinosaur books, discuss how they lived millions of years ago. *ICT Dinosaur.	*Jigsaw - Flight to the future. *Dark Den and torches. *Stories about space and rockets. *Space small world play – rockets and astronauts * Explores different materials – Play dough and sand. *Make a sandwich for their picnic.	<b>PSED</b> *Talk about the people they love. *Dark den and torches *Stories about families, include looking at our family book. *Has a sense of own immediate family and people important to them. *Learn about Chinese New Year
<b>Reading: ADULT LED READING SESSION</b>	*Focused song 'Number Rhymes'. *Focus book – Ten little fingers *Share books with adult and peers.	*Focused songs 'Nursery rhymes' *Shake and stop with shakers. *Focus books – Buster goes to nursery and Goat goes to nursery.	*Focused song – Wheels on the bus *Focus books – Penguin *Share books with adult and peers.	*Focused song: 'Dinosaur song *Focus book: Dinosaur Roar! *Sharing books, starting to have favourites they will seek out.	*Focused song: 'Old Macdonald had a farm' *Action songs / circle songs *Focus book: Whatever next *Sharing books, starting to have favourites they will seek out.	*Focus book: Guess how much I love you?? *Sharing books, starting to have favourites they will seek out. *Enjoys mark making, becoming aware of the marks they make. *Guided reading – Dear zoo

<b>Phonics</b>	*Sound discrimination: Musical instruments *Sing nursery rhymes	*Sound discrimination – Musical instruments	*Sound discrimination – Vehicle sounds	*Sound discrimination – Wild animals & dinosaurs	*Sound discrimination – Musical instruments.	Sound discrimination – Environmental sounds.
<b>H/W</b>	Circular movements, lines, scribbles, up/down/across	Circular movements, lines, scribbles, up/down/across	Circular movements, lines, scribbles, up/down/across	Circular movements, lines, scribbles, up/down/across	Circular movements, lines, scribbles, up/down/across	Circular movements, lines, scribbles, up/down/across
<b>Guided Writing</b> <b>ADULT-LED GROUP</b> <b>TIME</b> themes:	Free mark making	*Enjoys drawing freely – chalks, pencils, crayons.	*Enjoys drawing freely – chalks, pencils, crayons.	*Enjoys drawing freely – chalks, pencils, crayons. -links to dinosaurs	*Write about Whatever next.	Chinese writing



<b>Guided Writing</b> <b>ADULT-LED GROUP</b> <b>TIME</b> themes:	*Write about the Hungry Caterpillar	*Enjoys drawing freely – chalks, pencils, crayons.	*Enjoys drawing freely – water and brushes, felts, crayons.	*Enjoys drawing freely – water and brushes, felts, crayons	*Enjoys mark making, becoming aware of the marks they make. *Make marks on their card to stand for their name.	*Enjoys mark making, becoming aware of the marks they make. *Make marks on their card to stand for their name.
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### Cubs- Literacy TERMLY overview Summer term 5:

Term SUMMER 5	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>Books – story – theme focus:</b>	<b>Shapes</b> Please <b>New Intake</b>	<b>New Intake</b> Buster goes to nursery and Goat goes to nursery.	<b>Goldilocks &amp; the 3 Bears</b>	<b>Pirates</b> Pirates love underpants	<b>Noah’s Ark</b>	<b>Transport/ People who help us</b> : Choo Choo Clickerty Clack
<b>Vocabulary</b>	Triangle, circle, rectangle, square, pointy, curvy, flat	*Name, Cubs, play, toys, snack, coat, outside, first, next, share	*Bears, big, medium, small, bowl, chair, bed, porridge, hot, cold, hard, soft	*Pirate, treasure, ship, coins, sea, water	Float, sink, ark, water, rain, rainbow, sun	*Car, train, boat, aeroplane, bicycle, fast, slow
<b>Cross curricular links</b>	<ul style="list-style-type: none"> <li>*Jigsaw – My family and me</li> <li>* Use ramps to roll balls and cars down.</li> <li>*Remembers where objects belong – help tidy toys away.</li> <li>*Small world – train track</li> <li>*Explores materials – Play dough, lentils</li> <li>*Explores ICT toys – ICT garage, ICT treehouse.</li> </ul>	<ul style="list-style-type: none"> <li>*Jigsaw – Make friends, make friends</li> <li>* Use ramps to roll balls and cars down.</li> <li>*Remembers where objects belong – help tidy toys away.</li> <li>*Small world – train track</li> <li>*Explores materials – Play dough</li> <li>*Ipad</li> <li>*Light pebble.</li> </ul>	<ul style="list-style-type: none"> <li>*Jigsaw – We like to move it, move it!</li> <li>*Light pebble.</li> <li>*Explores different materials – Play dough, oats</li> <li>*Cause and effect of water wheels</li> <li>*Make Porridge, discuss changes from cold to hot.</li> </ul>	<ul style="list-style-type: none"> <li>*Jigsaw – Falling out</li> <li>* Enjoys repeating actions that have an effect.</li> <li>*Explore materials, indoors and outdoors.</li> <li>*Enjoy stories about pirates</li> <li>*Pirate small world</li> <li>*Explores different materials – Play dough, rice</li> <li>*Bake cheese straws.</li> </ul>	<ul style="list-style-type: none"> <li>*Jigsaw –Falling out</li> <li>*Floating and sinking</li> <li>*Noah’s Ark small world scene</li> <li>*IWB -Animal matching lotto game</li> <li>*Explores different materials – Play dough, foam</li> <li>*Cogs and wheels</li> </ul>	<ul style="list-style-type: none"> <li>*Jigsaw :Being the best friends we can be</li> <li>*Small world – variety of vehicles</li> <li>*Ramps and tubes to extend to explore how the vehicles can move.</li> <li>*Vehicle picture books</li> <li>*ICT vehicle pictures and sounds</li> <li>*Explores different materials – Play dough, gravel and cornflour</li> <li>*Magnets</li> <li>*Role play road safety</li> </ul>
<b>Reading: ADULT LED READING SESSION</b>	<ul style="list-style-type: none"> <li>*Focused song -Sound cards and props</li> <li>*Focus book – Please</li> <li>*Share books with adult.</li> </ul>	<ul style="list-style-type: none"> <li>*Focused song – What’s in the box?</li> <li>*Shake and stop with shakers.</li> <li>*Focus books – Buster goes to nursery and Goat goes to nursery.</li> <li>*Share books with adult and peers.</li> </ul>	<ul style="list-style-type: none"> <li>*Focused songs - Goldilocks song</li> <li>*Focus books – Goldilocks and the 3 Bears.</li> <li>*Develop play around stories using props.</li> <li>*Share books with adult and peers.</li> </ul>	<ul style="list-style-type: none"> <li>*Focused song – Number rhymes</li> <li>*Focus books – Pirates love underpants</li> <li>*Share books with adult and peers.</li> </ul>	<ul style="list-style-type: none"> <li>*Focused song: The animals went in 2 by 2</li> <li>*Focus book: Noah’s Ark</li> <li>*Guided reading</li> </ul>	<ul style="list-style-type: none"> <li>*Focused song: Wheels on the bus</li> <li>*Focus book: Choo Choo Clickerty Clack</li> <li>*Sharing books, starting to have favourites they will seek out</li> </ul>

<b>Phonics</b>	*Sound discrimination: Musical instruments *Sing nursery rhymes	*Sound discrimination – Musical instruments	*Sound discrimination – Environmental sounds.	*Sound discrimination – Vehicle sounds	*Sound discrimination – Environmental sounds	*Sound discrimination – Vehicle sounds
<b>H/W</b>	Circular movements, lines, scribbles, up/down/across	Circular movements, lines, scribbles, up/down/across	Circular movements, lines, scribbles, up/down/across	Circular movements, lines, scribbles, up/down/across	Circular movements, lines, scribbles, up/down/across	Circular movements, lines, scribbles, up/down/across
<b>Guided Writing</b> <b>ADULT-LED GROUP</b> <b>TIME</b> themes:	*Enjoys drawing freely – chalks, pencils, crayons.	*Enjoys drawing freely – chalks, pencils, crayons.	*Enjoys drawing freely – chalks, pencils, crayons. *Writes about the 3 Bears	*Enjoys drawing freely – chalks, pencils, crayons. *Write about features of a pirate.	*Enjoys drawing freely – chalks, pencils, crayons.	*Enjoys drawing freely – chalks, pencils, crayons.

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### Cubs- Literacy TERMLY overview Summer term 6 :

Term SUMMER 6	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>Books – story – theme focus:</b>	<b>– Zoo animals</b> Dear Zoo and Walking through the Jungle	<b>Vets and pets</b> Yip, Snap, Yap	<b>Bear Hunt</b>	<b>Healthy living</b>  Oliver’s vegetables	<b>Summer Picnic</b>	<b>: Holidays</b> Train ride
<b>Vocabulary</b>	*Tiger, lion, giraffe, elephant, monkey, fierce	*Dog, cat, rabbit, tail, paw, fur, sleep, kind, stroke, eat	Bear, Swishy, swashy, splash, splosh, squelch, over, under, though, cave	*Fruit, vegetable, apple, orange, pear, banana, carrot, peas, broccoli, eat, grow	*Summer, sun, water, hat, sun cream	*Beach, sand, car, ice cream, sunshine, family, fun, happy
<b>Cross curricular links</b>	*Jigsaw – My body * Use ramps to roll balls and cars down. *Remembers where objects belong – help tidy toys away. *Explores materials – Play dough, tea leaves *Enjoys looking at animal picture books *Wild animal jungle small world *Observe the different footprints the animals would make.	Jigsaw – Respecting my body* Talk about how we care for pets/animals *Children to share photos of pets from home *Explores materials – Play dough and cabbage *Ipad *Light pebble. *Enjoy picture books of different pets	*Jigsaw – Growing up *Pirate small world *Explores different materials – Play dough, soil, grass *Explore binoculars and magnifying glasses	Jigsaw –Growth and change  *Discuss healthy living and how to keep ourselves healthy *Food matching lotto game *Explores different materials – Play dough, cornflour *Make fruit kebabs	*Jigsaw : Fun and fears *Fair happy land *Observe how the weather has changed, talk about the importance of sun safety. *Explores different materials – Play dough, oats *Magnets	Jigsaw : Celebrations *Small world – Under the sea scene *Explores different materials – Play dough, gravel and cornflour *Train track – explore ways to make different tracks *Light pebble *Explore cogs and wheels *ICT bus
<b>Reading: ADULT LED READING SESSION</b>	*Focused song - Walking through the jungle *Focus book – Dear Zoo and Walking through the Jungle *Share books with adult.	*Focused song – What’s in the box? *Focus books – Yip, Snap, Yap *Share books with adult and peers.	*Focused song – Sound cards and props *Focus books – We’re going on a Bear Hunt *Oral story telling using props	*Focused song: Here we go around the mulberry bush *Focus book: Oliver’s vegetables	*Focused song: Wheels on the bus *Focus book: Picnic *Sharing books, starting to have favourites they will seek out.	*Focused song: Wheels on the bus *Focus book: Train ride *Sharing books, starting to have favourites they will seek out.

<b>Phonics</b>	*Sound discrimination: Musical instruments *Make wild animal sounds *Repeat phrases from the story *Sing nursery rhymes	*Sound discrimination – Animal sounds	*Sound discrimination – Environmental sounds *Explore action words – Run, jump, kick, throw, sleep, eat	*Join in singing nursery rhymes using words and actions.	*Joins in singing nursery rhymes using words and actions. *Listen to audio story – We all go travelling by *Sound discrimination – Musical instruments	*Sound discrimination – Vehicle sound *Repeat basic rhyming words
<b>H/W</b>	Circular movements, lines, scribbles, up/down/across	Circular movements, lines, scribbles, up/down/across	Circular movements, lines, scribbles, up/down/across	Circular movements, lines, scribbles, up/down/across	Circular movements, lines, scribbles, up/down/across	Circular movements, lines, scribbles, up/down/across
<b>Guided Writing</b> <b>ADULT-LED GROUP</b> <b>TIME</b> themes:	*Enjoys drawing freely – chalks, pencils, crayons. *Writing about Dear Zoo story	*Enjoys drawing freely – chalks, pencils, crayons. *Write about their pets *Write about dads/grandads	*Enjoys drawing freely – chalks, pencils, crayons*Write about Bear hunt. .	*Enjoys drawing freely – chalks, pencils, crayons.	*Enjoys drawing freely – chalks, pencils, crayons.	*Enjoys drawing freely – chalks, pencils, crayons. *Write about the Train ride

Termly overview – CLL. Cubs