

Cycle A Mixed Nursery/Reception

	Spring 1	Spring 2	Summer 1	Summer 2
NEW combined topic title	Once upon a story	Amazing Animals	Let's Imagine	Ready, Steady, Grow!
Taken from Nursery	Tell me a story <i>nursery rhymes, rhyming stories, music traditional tales, repeated refrains, being imaginative</i>	Down on the Farm <i>Animals/ animal needs/ different homes/ growth / lifecycles</i>	What's your superpower? <i>people who help us/ aspirational people/ superheroes fictional and real/ job roles</i>	How does your Garden grow <i>Growth/ plants/changes over time/ weather/seasons/ lifecycles</i>
	Suggested Texts: Each Peach, Pear Plum Goldilocks and the Three Bears The Gingerbread Man	Suggested Texts: Farmer Duck, Enormous turnip Ugly duckling	Suggested Texts: Supertato Superheroes like me	Suggested Texts: Jaspers Beanstalk The Hungry Caterpillar The Growing Story
Taken from Reception	Happily Ever After <i>traditional tales, prince & Princesses , past and present home and castles</i>	All Creatures Great and Small <i>minibeasts/ animals /dinosaurs/ Countries that relate to animals e.g Africa</i>	A world of Pure Imagination <i>story telling / giants and fairies, figures from the past in stories</i>	Little People, Big Adventures <i>Transition to year 1, sun sea and sand, holidays, different countries and cultures healthy mind and body</i>
	Suggested Texts: The Great Race Chinese new year Jack and the Beanstalk Castles information book The Princess & the Pe	Suggested Texts: Handa's Surprise How to grow a dinosaur The Bug Collector Non fiction animal books	Suggested Texts: Aliens love underpants Zog Room, on the Broom	Suggested Texts: My Adventure Island Emma Janes Aeroplane
UTW (Nursery)	<ul style="list-style-type: none"> Understand the key features of the life cycle of a plant and an animal. Plant seeds and care for growing plants. 	<ul style="list-style-type: none"> Understand the key features of the life cycle of a plant and an animal. Show interest in different occupations.(zoo keeper, vet, farmer etc) Explore collections of materials with similar and /or different properties. Begin to understand the need to respect and care for the natural environment and all living things. 	<ul style="list-style-type: none"> Show interest in different occupations Begin to make sense of their own life-story and family's history. Explore and talk about different forces they can feel e.g. magnets Understand the key features of the life cycle of a plant and an animal. 	<ul style="list-style-type: none"> Plant seeds and care for growing plants. Begin to understand the need to respect and care for the natural environment and all living things Talk about what they see, using a wide vocabulary. Understand the key features of the life cycle of a plant and an animal. Understand the key features of the life cycle of a plant and an animal.

UTW (Reception)	<ul style="list-style-type: none"> Recognise that people have different beliefs and celebrate special times in different ways. <i>Chinese new year</i> Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. Recognise some environments that are different to the one in which they live. 	<ul style="list-style-type: none"> Understand the effect of changing seasons on the natural world around them. Describe what they see, hear and feel whilst outside Recognise some environments that are different to the one in which they live. Recognise some similarities and differences between life in this country and life in other countries. 	<ul style="list-style-type: none"> Recognise some similarities and differences between life in this country and life in other countries. Draw information from a simple map. Compare and contrast characters from stories, including figures from the past. 	<ul style="list-style-type: none"> Understand the effect of changing seasons on the natural world around them. Describe what they see, hear and feel whilst outside Recognise some environments that are different to the one in which they live. Compare and contrast characters from stories, including figures from the past.
EAD (Nursery)	<ul style="list-style-type: none"> Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. Develop their own ideas and then decide which materials to use to express them. Create closed shapes with continuous lines, and begin to use these shapes to represent objects Explore colour and colour-mixing Play instruments with increasing control to express their feelings and ideas. 	<ul style="list-style-type: none"> Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. Develop their own ideas and then decide which materials to use to express them. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Explore colour and colour-mixing Play instruments with increasing control to express their feelings and ideas. 	<ul style="list-style-type: none"> Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures. Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. Create their own songs, or improvise a song around one they know. Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. 	
EAD (reception)	<ul style="list-style-type: none"> Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively sharing ideas, resources and skills. (build a castle) Explore and engage in music making and dance, performing solo or in groups. 	<ul style="list-style-type: none"> Create collaboratively sharing ideas, resources and skills. Explore and engage in music making and dance, performing solo or in groups. 	<ul style="list-style-type: none"> Explore, use and refine a variety of artistic effects to express their ideas and feelings. Sing in a group or on their own, increasingly matching the pitch and following the melody. Watch and talk about dance and performance art, expressing their feelings and responses. 	
PSED (Nursery)	<ul style="list-style-type: none"> Develop their sense of responsibility and membership of a community. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Increasingly follow rules, understanding why they are important. Play with one or more other children, extending and elaborating play ideas. 		<ul style="list-style-type: none"> Begin to understand how others might be feeling. Talk with others to solve conflicts. Do not always need an adult to remind them of a rule. Develop appropriate ways of being assertive. Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. 	

PSED (reception)	<ul style="list-style-type: none"> Express their feelings and consider the feelings of others. Show resilience and perseverance in the face of challenge. Give focused attention to what the teacher says. Responding appropriately even when engaged in activity and show an ability to follow 	<ul style="list-style-type: none"> Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others. See themselves as a valuable individual.
PD (Nursery)	<ul style="list-style-type: none"> Skip, hop, stand on one leg and hold a pose for a game like musical statues. Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Are increasingly able to use and remember sequences and patterns of music that are related to music and rhythm. Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. 	<ul style="list-style-type: none"> Start taking part in some group activities which they make up for themselves, or in teams. Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.
PD (reception)	<p>(DANCE/YOGA)</p> <ul style="list-style-type: none"> Progress towards a more fluent style of moving, with developing control and grace. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Combine different movements with ease and fluency. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. 	<p>(TEAM GAMES)</p> <ul style="list-style-type: none"> Develop overall body-strength, balance, coordination and agility needed to engage successfully with future physical education sessions and other physical disciplines, including dance, gymnastics, sport and swimming. Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group. Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball
C&L (Nursery)	<ul style="list-style-type: none"> Understand a question or instruction that has two parts, such as "Get your coat and wait at the door." Enjoy listening to longer stories and can remember much of what happens. Use a wider range of vocabulary Use longer sentences of four to six words. 	<ul style="list-style-type: none"> Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" Know many rhymes, be able to talk about familiar books, and be able to tell a long story. 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 Use talk to organise themselves and their play: "Let's go on a bus... you sit there. I'll be the driver."
C&L (Reception)	<ul style="list-style-type: none"> Listen to and talk about stories to build familiarity and understanding. Use new vocabulary in different contexts. Listen carefully to rhymes and songs, paying attention to how they sound. Ask questions to find out more and to check they understand what has been said to them. Connect one idea or action to another using a range of connectives. Engage in non-fiction books. 	<ul style="list-style-type: none"> Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Articulate their ideas and thoughts in well-formed sentences. Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

Literacy (Nursery)	<ul style="list-style-type: none"> recognise words with the same initial sound, such as money and mother spot and suggest rhymes Understand the five key concepts about print: - print has meaning the names of the different parts of a book print can have different purposes page sequencing we read English text from left to right and from top to bottom Write some or all of their name. Use a comfortable grip with good control when holding pens and pencils. (lifted from Physical Development) Include mark making and early writing in their play Imitate adults writing by making continuous lines and shapes and symbols (early writing from left to right) Begin to make letter type shape 	<ul style="list-style-type: none"> count or clap syllables in a words Engage in extended conversations about stories, learning new vocabulary. 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; write 'm' for mummy. Write some letters accurately.
Literacy (Reception)	<ul style="list-style-type: none"> Read simple phrases and sentences made up of words with known letter– sound correspondences and, where necessary, a few exception words. Read some letter groups that each represent one sound and say sounds for them. Form lower-case letters correctly. Write captions and short phrases e.g pat a dog Develop the foundations of a handwriting style which is fast, accurate and efficient. (Lifted from Physical development) 	<ul style="list-style-type: none"> Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Attempts to form capital letters. Write short sentences with words with known letter-sound correspondences using a capital letter, finger spaces and full stop. Re-read what they have written to check that it makes sense.
Maths (Nursery)	<ul style="list-style-type: none"> say one number for each item in order: 1,2,3,4,5. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5 Experiment with their own symbols and marks as well as numerals. Discuss routes and locations, using words like 'in front of' and 'behind'. Talk about and explore 2D using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. Extend and create ABAB patterns – stick, leaf, stick, leaf. Recite numbers past 5 	<ul style="list-style-type: none"> Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Combine shapes to make new ones – an arch, a bigger triangle etc. Talk about and explore 3D using informal and using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. Notice and correct an error in a repeating pattern Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then'. Solve real world mathematical problems with numbers up to 5. Compare quantities using language: 'more than', 'fewer than' Describe a familiar route Fast recognition of up to 3 objects, without having to count them individually ('subitising'). Make comparisons between objects relating to size, length, weight and capacity
Maths (Reception)	<ul style="list-style-type: none"> Compare numbers Compare quantities up to 10 in different contexts, recognising one quantity is greater than, less than or the same as another. (ELG) Count beyond ten Understand the 'one more than/ one less than' relationship between consecutive numbers Explore composition on 10 Automatically recall number bonds for numbers to 10 Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Subitise up to 5. 	<ul style="list-style-type: none"> Verbally count beyond 20, recognising the pattern of the counting system. Have a deep understanding of numbers to 10, including the composition of each number Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds up to 10, including double facts. Explore and represent patterns within numbers up to 10, including evens, odds, double facts and how quantities can be distributed equally