

Cycle B						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main theme	How do helpers in my community make our lives better every day?	Why is space so dark and what happens there?	What happens when we change the ending of classic tales?	Why does a caterpillar become a butterfly and what else changes as it grows?	How do we care for God's amazing creatures?	Why is the seaside such fun?
Experiences	Visit from a firefighter, police officer Harvest festival Spotting signs of autumn walk	Make a fire, roast marshmallows, Christmas performance	Bake gingerbread men Chinese new year tasting Chinese food	Tadpoles/Butterflies experience or Visit from a baby Easter experience	Visit from Animal Experience Walk in the Park to look for animals	Visit to Cleethorpes Dissect a fish
Parent Involvement	Come to harvest festival Stay and Play	PJ picnic and star gazing Christmas performance	Pancakes and Play	Mother's day high tea and story time	Stay and Play	Cleethorpes Sports day
Role Play Areas	Doctors	Spaceship	Home corner/story corner	Pond	Pet shop/Vet	Ice Cream Shop
Key texts	A letter from your teacher on your first day of school Our class is a family I like Myself Gran and Grandpa, My Mum is fantastic, My dad is great Real Superheroes, Katie goes to hospital Maisy goes to the dentist Nurse Nancy Postman Pete	Whatever next Q Pootle 5 Roaring Rockets How to catch a star Baby Brains Space song, rocket ride Christmas Mae among the stars Rocket says look up	The three little pigs Goldilocks and the three bears Jack and the beanstalk The enormous turnip The gingerbread man	Handa's Hen The teeny weeny tadpole The hungry caterpillar Easter story	The great pet sale Farmer duck Facts about the farm Rumble in the jungle Giraffe's cant dance The rainbow fish	Lucy and Tom at the seaside Sharing a shell Clumsy carb The lighthouse keepers lunch Tiddler The enormous catch of fish Commotion in the ocean Maisy goes on holiday

	Meerkat Mail The Jolly Postman Postman Pete Police on patrol PC Polly, Topsy and Tim meet the police. Emergency! Fireman Fergus and Topsy and Tim meet the firefighters Teacher Tina I Want to Be a Teacher					
Rhymes and Songs	Grand old duke of York	5 little men in a flying saucer Twinkle little star			Old macdonald had a farm Mary had a little lamb	1,2,3,4, 5 once I caught a fish alive Row your boat
CAL	The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children’s language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.					
PSED	Settling in activities Making friends Children talking about experiences that are familiar to them What are your passions / goals /	Settling in activities Develop vocabulary Tell me a story - retelling stories Story language Word hunts Listening and responding to	Using language well Ask’s how and why questions... Retell a story with story language Ask questions to find out more and to check they	Settling in activities Describe events in detail – time connectives Understand how to listen carefully and why listening is important.	Settling in activities Re-read some books so children learn the language necessary to talk about what is happening in each illustration and relate it to their own	Show and tell Weekend news Discovering Passions Read aloud books to children that will extend their knowledge of the

	<p>dreams? This is me! Rhyming and alliteration Familiar Print Sharing facts about me! Model talk routines through the day. For example, arriving in school: “Good morning, how are you?”</p>	<p>stories Following instructions Takes part in discussion Understand how to listen carefully and why listening is important. Use new vocabulary through the day. Choose books that will develop their vocabulary.</p>	<p>understand what has been said to them. Describe events in some detail. Listen to and talk about stories to build familiarity and understanding. Learn rhymes, poems and songs.</p>	<p>Use picture cue cards to talk about an object: “What colour is it? Where would you find it? Sustained focus when listening to a story</p>	<p>lives</p>	<p>world and illustrate a current topic. Select books containing photographs and pictures, for example, places in different weather conditions and seasons.</p>
<p>PD</p>	<p>Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport, and swimming. Develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop overall body-strength, balance, co-ordination, and agility</p>					
	<p>Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene Develop fine motor skills holding pencil correctly, using</p>	<p>Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, Climbing. Develop fine motor skills holding pencil correctly, using scissors etc</p>	<p>Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision, and accuracy when engaging in</p>	<p>Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of ‘screen time’, having a good sleep routine, being a safe pedestrian.</p>	<p>Combine different movements with ease and fluency Develop the foundations of a handwriting style which is fast, accurate and efficient.</p>	<p>Confidently and safely use a range of large and small apparatus indoors and outside and in a group</p>

	scissors etc		activities that involve a ball.			
Literacy/Reading	<p>Joining in with rhymes and showing an interest in stories with repeated refrains.</p> <p>Environment print.</p> <p>Having a favourite story/rhyme.</p> <p>Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book</p> <p>Sequencing familiar stories through the use of pictures to tell the story.</p> <p>Recognising initial sounds. Name writing activities.</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p>	<p>Retell stories related to events through acting/role play.</p> <p>Christmas letters/lists.</p> <p>Retelling stories using images / apps.</p> <p>Retell the story – Story Maps.</p> <p>Retelling of stories.</p> <p>Editing of story maps and orally retelling new stories. Non-Fiction Focus Retelling of stories.</p> <p>Sequence story – use vocabulary of beginning, middle and end.</p> <p>Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</p> <p>Enjoys an increasing range of books</p>	<p>Making up stories with themselves as the main character. Encourage children to record stories through picture drawing/mark making for LAs.</p> <p>Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.</p> <p>Read a few common exception words matched to RWI.</p> <p>Make the books available for children to share at school and at home.</p> <p>Avoid asking children to read books at home they cannot yet read</p>	<p>Information leaflets about minibeast in the garden.</p> <p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. World Book Day</p> <p>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p> <p>They develop their own narratives and explanations by connecting ideas or events</p>	<p>Retell a story with actions and / or picture prompts as part of a group - Use story language when acting out a narrative. Rhyming words.</p> <p>Can explain the main events of a story - Can draw pictures of characters/ event / setting in a story. May include labels, sentences or captions.</p> <p>Role play area – book characters</p>	<p>Can draw pictures of characters/ event / setting in a story</p> <p>Stories from other cultures and traditions</p> <p>Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions.</p> <p>Make predictions</p> <p>Beginning to understand that a non-fiction is a non-story- it gives information instead. Fiction means story. - Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title.</p> <p>Sort books into categories.</p>
Literacy Writing Nursery	Copies letters from own name by tracing over them		Begins to form some letters from own name correctly, starting in the correct place.		Can write letters from name without tracing.	

	<p>Using large scale movements movements to wave flags and streamers, paint and make marks. Shows a preference for a dominant hand.</p> <p>Experiments with mark making both inside and outside,</p> <p>Makes marks in the sand, malleable materials, chalk, rice etc</p> <p>Modelled by an adult.</p>	<p>Draws pictures and talks about their meaning. Uses circles and lines to mark make.</p> <p>Begins to write in areas of the nursery, i.e. makes lists in the shop, writes orders in the café. Modelled by adults. Facilitated through the availability of mark making materials and stimuli in all areas of the classroom.</p> <p>Experiments with chalk on the chalkboard, whiteboards, Large scale mark making Use a comfortable grip with good control when holding pens and pencils.</p>	<p>Holds pens and pencil comfortably.</p> <p>Selects appropriate colours when drawing. Begins to draw a person with arms, legs, face, eyes, and mouth.</p> <p>Can trace over letters in the jolly phonics book with finger. Can form letters in the air and on a partners back, starting in the correct place.</p> <p>Can write letters of own significance.</p>
<p>Literacy Writing Reception</p>	<p>Draws a picture from a story and can ascribe meaning to the picture in details. Writes own name independently. Beginning to write letters that have been learnt in phonics. Writes for a purpose within the setting. Uses initial sounds to label pictures.</p> <p>Writing stimulus: Create own name badge Draw family portrait and label Shopping list in role play Receipts from paint shop in role play Christmas list Christmas cards- write names of class</p>	<p>Write recognisable letters starting in the correct place, holding pencil in effective grip, showing good fine motor control. Writes from left to right. Writing labels, lists and captions Write high frequency words Can write first name and is beginning to write second name. Can write some cvc words that have been taught in phonics.</p> <p>Writing stimulus: Label a mini beast Write caption for a mini beast habitat Write a letter to Rosie to help her find her hat Draw and label using initial sound, the</p>	<p>Write recognisable letters, most of which are correctly formed Spell words by identifying sounds in them and representing the sounds with a letter or letters Write simple phrases and sentences that can be read by others. Uses finger spaces between words</p> <p>Writing stimulus: Create non-fiction book of plant Label seeds that have grown in garden Write thank you letter for the allotment visit Record height of sunflower in sunflower diary Label foods tasted and whether they were liked/disliked</p>

			things you are afraid of Label picture of a bug Record weather changes		Write a list of fruits that you like (Handa's Surprise) Describe fruits and label a fruit basket	
Phonics and reading nursery	Level 1 Twinkl Phonics (Long term plan)		Level 1 Twinkl Phonics (Long term plan)		Level 1 Twinkl Phonics (Long term plan)	
	Autumn 1 Me and my family Autumn 2 Traditional Tales Recognise own name Phase 2- letters S,A,T within continuous provision		Spring 1 People who help us Spring 2 Animals Teach: Front Cover, Back Cover. Difference between picture and text. Use Picture Clues: 'What can you see?' Encourage children to predict what's happens next. Begin to say a sentence. 'What next?' 'What do you think?' 'I see' 'I Say: You Say.' Knows letters in own name Phase 2- S,A,T,P,I,N, within continuous provision		Summer 1 Places to Visit Summer 2 Fantasy Introduce Lilac Books (Reading Planet) Use Picture Clues: Can the children talk about the pictures? Can they remember the main points of the story? Can read and copy own name Phase 2- S,A,T,P,I,N, M,D,G O, C, K within continuous provision	
Phonics Reception	Recap Phase 1 Phase 2	Phase 2	Phase 2/3	Phase 3	Phase 3	Phase 3/4
Mathematics Nursery We follow Master the Curriculum	Master the Curriculum		Master the Curriculum		Master the Curriculum	
	Colours		Number 3		Sequencing Positional	
	Match		Number 4		Language	
	Sort		Number 5		More	
	Number 1		Number 6		than/fewer	

	<p>Number 2</p> <p>Patterns ABAB</p> <p>Consolidation</p>	<p>Height and length</p> <p>Mass</p> <p>Capacity</p> <p>Consolidation</p>	<p>than</p> <p>Shapes 2D</p> <p>Shapes 3D</p> <p>Number composition</p> <p>What comes after?</p> <p>Numbers to 5</p> <p>Consolidation</p>
<p>Mathematics Reception</p> <p>We follow the Master the Curriculum</p>	<p>Getting to know you</p> <p>Use these weeks to get to know your children.</p> <p>You will not find maths planning, there are maths activity sheets to get to know the class provided within the download for these weeks.</p> <p>Match, sort and compare</p> <ul style="list-style-type: none"> • Match objects • Match pictures and objects • Identify a set • Sort objects to a type • Explore sorting techniques • Create sorting rules • Compare amounts <p>Talk about measure and patterns</p> <ul style="list-style-type: none"> • Compare size 	<p>Alive in 5</p> <ul style="list-style-type: none"> • Introduce zero • Find 0 to 5 • Subitise 0 to 5 • Represent 0 to 5 • 1 more • 1 less • Composition • Conceptual subitising to 5 <p>Mass and capacity</p> <ul style="list-style-type: none"> • Compare mass • Find a balance • Explore capacity • Compare capacity <p>Growing 6, 7, 8</p>	<p>To 20 and beyond</p> <ul style="list-style-type: none"> • Build numbers beyond 10 (10 -13) • Continue patterns beyond 10 (10-13) • Build numbers beyond 10 (14-20) • Continue patterns beyond 10 (14-20) • Verbal counting beyond 20 • Verbal counting patterns <p>How many now?</p> <ul style="list-style-type: none"> • Add more • How many did I add? • Take away • How many did I take away <p>Manipulate, compose and decompose</p> <ul style="list-style-type: none"> • Select shapes for a purpose • Rotate shapes

	<ul style="list-style-type: none"> • Compare mass • Compare capacity • Explore simple patterns • Copy and continue simple patterns • Create simple patterns <p>It's me 1, 2, 3</p> <ul style="list-style-type: none"> • Find 1, 2 and 3 • Subitise 1, 2 and 3 • Represent 1, 2 and 3 • 1 more 	<ul style="list-style-type: none"> • Find 6, 7 and 8 • Represent 6, 7 and 8 • 1 more • 1 less • Composition of 6, 7 and 8 • Make pairs-odd and even • Double to 8 (find a double) • Double to 8 (make a double) • Combine 2 groups • Conceptual subitising 	<ul style="list-style-type: none"> • Manipulate shapes • Explain shape arrangements • Compose shapes • Decompose shapes • Copy 2-D shape pictures • Find 2-D shapes within 3-D shapes <p>Sharing and grouping</p> <ul style="list-style-type: none"> • Explore sharing • Sharing • Explore grouping 			
Expressive Art and design	<p>Artist: Picasso and Cubism</p> <p>Self Portrait from cut out magazine pieces</p> <p>Draw face parts separately and then stick together art work</p> <p>String art</p> <p>Broken up guitar art work</p> <p>Fabric and patterned paper landscape</p>	<p>Artist: Kandinsky and Abstract Art</p> <p>Paper plates and paint sticks</p> <p>concentric circles</p> <p>Spray painting to make a milky way with tooth brushes together art</p> <p>Bubble painting planet circles</p> <p>Circle cut outs sticking together art</p> <p>Plasticine art (circles of colour)</p> <p>Overlapping shape art (draw around plastic shapes and</p>	<p>Art type: European Folk art</p> <p>Symmetry cut out art (folded in half paper cut to shapes)</p> <p>Paper Gingerbread men decorating with white paint pens</p> <p>Patchwork quilt patterns together art (one child per square)</p> <p>Folk art beanstalks with flowers</p> <p>Folk art bird mobile</p> <p>Paper bag house sculptures</p>	<p>Art type: Sculpture</p> <p>Clay sculptures</p> <p>Soft wire and sticky foam sculptures</p> <p>Lolly stick and glue hanging sculptures</p> <p>Threaded sculpture on a stick.</p> <p>Oasis Foam sculpture</p> <p>Tinfoil person</p>	<p>Artist: Henri Rosseau and Naïve Art</p> <p>Henri Rosseau transient art in a frame</p> <p>Drawing jungle animals with paint sticks</p> <p>Cut leaves and grass from green paper</p> <p>Create together jungle backdrop with finger painting</p> <p>Movement photos (children to take photos of each</p>	<p>Art type: Recycled materials art</p> <p>Recycled cardboard items art work</p> <p>Painting the above art work</p> <p>Junk jewellery</p> <p>Recycled items name letters</p> <p>Plastic bottle shrink art key rings</p> <p>Book/Magazine paper butterflies (paper folding)</p>

		colour)			other) Make 3D paper flowers	
UW	<p>Learn how to look after ourselves with a visit from a dentist/nurse</p> <p>Different occupations and ways of life.</p> <p>Spotting signs of autumn</p> <p>Books to help:</p> <p>Jobs people do, non-fiction</p>	<p>How does a rocket fly? Making own rocket.</p> <p>Learning about the sun and the moon.</p> <p>Learning about the dusty planet of Saturn.</p> <p>Learning about day and night and the seasons</p> <p>Books to help:</p> <p>Non-fiction book about Space</p> <p>Mae among the stars</p> <p>Book about planets</p>	<p>Making gingerbread men</p> <p>Making flapjack-goldilocks</p> <p>Measuring trees in the park</p> <p>Using different materials to make houses, which makes the best house? Materials</p> <p>Making a bridge for the Billy Goat's gruff, which material will make the strongest bridge.</p>	<p>Watch caterpillars change into butterflies</p> <p>Observe the lifecycle of a frog</p> <p>Talk about the changes in a human lifecycle</p> <p>Books to help:</p> <p>Tadpole lifecycle non fiction book</p> <p>How will I grow? By Manning Mick</p>	<p>Habitats</p> <p>What makes an animal a good pet/bad pet?</p> <p>Why are some animals best suited to some environments</p> <p>Farm location</p> <p>Jungle location</p> <p>Walk to the pet shop</p> <p>Books to help:</p> <p>I want a pet</p> <p>Who lives here?</p> <p>Do you like bugs?</p> <p>Amazing animals encyclopaedia.</p>	<p>Look at countries with lots of water to those with little water.</p> <p>How far are we from the sea – map</p> <p>Compare icy sea to warm sea</p> <p>What do we wear at the seaside and why</p> <p>Explore shells and the patterns and texture</p> <p>Look at the environment sea creatures live in and compare to pond and river – Jellyfish, octopus, starfish, crab, sharks, whales...</p> <p>Books to help:</p> <p>World atlas</p> <p>Usbourne look inside seas and oceans</p>
RSE	<p>Caring friendships</p> <p>What makes a good friend</p> <p>How to be a good</p>		<p>Keeping safe</p> <p>Water safety</p> <p>Road safety</p> <p>Hand hygiene</p>		<p>Respectful relationships</p> <p>Understanding that everyone is different</p>	

	friend How to solve a problem without falling out Listening to others		Oral hygiene Keeping safe online		Respecting people's differences What makes me different/special	
R.E Heart Concepts	I am fearfully and wonderfully made. Psalm 139:14 We are made in God's image. Genesis 1: 27 God can take care of me like he took care of the man lowered through the roof. I can help others- the good Samaritan. Obey your mother and father and obeying God. God has good plans for us. Taking care of Father God's world.	Story of Creation. Isaiah 40:26 God knows all of the stars by name. Shine like stars in the sky, how can we shine for Jesus? Philippians 2:15 Shining our light through helping others- who can you help this week? Matthew 5:16 Shining a light through being kind- The good Samaritan. Christmas story	David and Goliath- Being Brave. The lost sheep. Being Kind like Jesus-Loaves and fishes, healing people. Being Thankful- Create a tree with the things we are thankful to God for. I am Fearfully and wonderfully made The fruits of the Spirit.	People who changed Paul conversion on Damascus road Parable of the prodigal son Peter at Pentecost – changed from quiet fisherman into leader and speaker Easter story	The Parable of the lost coin. The Parable of the lost sheep. Noah's Ark Jonah and the Whale	Father God is with us wherever we are & whatever we do Father God wants us to seek for him God is our protector and will keep us safe The variety of life in Gods Creation. He made the world and everything in it belongs to him. Jonah and the whale We are all special and precious to God. What is a Christian in modern day Britain? Where do Christians worship? What do Christians believe? What is the Bible?