

Cycle A						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main theme	Who Am I?	What colour is it?	What is the weather doing today?	Why are minibeasts important?	How does my world grow?	Where in world are we?
Experiences	Visit from a nurse Harvest festival	Visit to the Goat farm Christmas performance	Ice sculptures Snow play Signs of spring walk	Bug hunting/Bug Hotels Easter Experience Land Art park visit	Sunflower growth competition Watching and documenting the park changing over the half term	South Africa Day Judah the travelling Lion suitcase
Parent Involvement	Come to harvest festival Stay and Play	Christmas performance Books and Bakery	Pancakes and play	Mother's day high tea and story time	Stay and play	Cleethorpes Sports day
Role Play Areas	House	Paint shop	Weather TV station	Garden	Garden	Travel agents
Key texts	I like myself My mom and dad make me laugh Things I love about Family A squash and a squeeze Peace at Last Elmer Dogger We're going on a bear hunt	Owl babies Little Red Riding Hood A colour of his own Blue balloon Oliver's vegetables The colour of us Brown bear what do you see Christmas story	One Snowy Night Rain Mr Gumpy's Motor Car Rosie's Hat One Muddy Pool One sunny day	The bad tempered lady bird The very busy spider, The very hungry caterpillar, Monkey puzzle Easter story	Jasper's beanstalk The Tiny Seed The enormous turnip A seed in need It starts with a seed Titch Non-fiction book growing Let's Grow	Handa's surprise Handa's Hen Off we go to Mexico Immi's gift The Koala who could Chapatti moon



<p>Rhymes (one per 2 week)</p>	<p>Head, shoulders, knees, toes Happy and you know it Miss Polly had a dolly Here we round the mulberry brush</p>	<p>Rainbow song Twinkl twinkle little star 5 little ducks 5 little men in a flying saucer</p>	<p>It's raining it's pouring I hear thunder Hey diddle diddle</p>	<p>Incy wincy spider There's a worm at the bottom of the garden Little Miss Muffet Hot cross buns</p>	<p>Dingle dangle scarecrow Mary Mary quite contrary I'm a little teapot</p>	<p>The wheels on the bus Row your boat che che kule kookaburra</p>
<p>CAL</p>	<p>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.</p>					
<p>PSED</p>	<p>Settling in activities Making friends Children talking about experiences that are familiar to them What are your passions / goals / dreams? This is me! Rhyming and alliteration Familiar Print Sharing facts about me! Model talk routines through the day. For example, arriving in</p>	<p>Settling in activities Develop vocabulary Tell me a story - retelling stories Story language Word hunts Listening and responding to stories Following instructions Takes part in discussion Understand how to listen carefully and why listening is important. Use new vocabulary through the day.</p>	<p>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 understand what has been said to them. Describe events in some detail. Listen to and talk about stories to build familiarity and understanding.</p>	<p>Settling in activities Describe events in detail – time connectives Understand how to listen carefully and why listening is important. 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>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 lives</p>	<p>Show and tell Weekend news Discovering Passions Read aloud books to children that will extend their knowledge of the world and illustrate a current topic. Select books containing photographs and pictures, for example, places in different weather conditions and seasons.</p>



	school: "Good morning, how are you?"	Choose books that will develop their vocabulary.	Learn rhymes, poems and songs.			
PD	<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.</p> <p>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.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Develop overall body-strength, balance, co-ordination, and agility</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 scissors etc	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	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 activities that involve a ball.	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.	Combine different movements with ease and fluency Develop the foundations of a handwriting style which is fast, accurate and efficient.	Confidently and safely use a range of large and small apparatus indoors and outside and in a group
Literacy Reading	Joining in with rhymes and showing an interest in stories with repeated refrains. Environment print. Having a favourite story/rhyme. Understand the five key concepts about print: - print has meaning - print can have different	Retell stories related to events through acting/role play. Christmas letters/lists. Retelling stories using images / apps. Retell the story – Story Maps. Retelling of stories. Editing of story maps and orally retelling	Making up stories with themselves as the main character. Encourage children to record stories through picture drawing/mark making for LAs. Read simple phrases and sentences made	Information leaflets about minibeast in the garden. Re-read books to build up their confidence in word reading, their fluency and their understanding and	Retell a story with actions and / or picture prompts as part of a group - Use story language when acting out a narrative. Rhyming words. Can explain the main events of a story - Can draw pictures of	Can draw pictures of characters/ event / setting in a story Stories from other cultures and traditions Listen to stories, accurately anticipating key events & respond to what they hear



	<p>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. Recognising initial sounds. Name writing activities. Engage in extended conversations about stories, learning new vocabulary.</p>	<p>new stories. Non-Fiction Focus Retelling of stories. Sequence story – use vocabulary of beginning, middle and end. Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. Enjoys an increasing range of books</p>	<p>up of words with known letter–sound correspondences and, where necessary, a few exception words. Read a few common exception words matched to RWI. Make the books available for children to share at school and at home. Avoid asking children to read books at home they cannot yet read</p>	<p>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>characters/ event / setting in a story. May include labels, sentences or captions.</p> <p>Role play area – book characters</p>	<p>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.</p> <p>- Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title.</p> <p>Sort books into categories.</p>
<p>Literacy Writing Nursery</p>	<p>Copies letters from own name by tracing over them</p> <p>Using large scale movements movements to wave flags and streamers, paint and make marks.</p> <p>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>Begins to form some letters from own name correctly, starting in the correct place.</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.</p> <p>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,</p> <p>Large scale mark making</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p>	<p>Can write letters from name without tracing.</p> <p>Holds pens and pencil comfortably.</p> <p>Selects appropriate colours when drawing.</p> <p>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.</p> <p>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.</p> <p>Writes from left to right.</p> <p>Writing labels, lists and captions</p> <p>Write high frequency words</p> <p>Can write first name and is beginning to write second name.</p> <p>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 things you are afraid of Label picture of a bug Record weather changes</p>	<p>Write recognisable letters, most of which are correctly formed</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters</p> <p>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 Write a list of fruits that you like (Handa's Surprise) Describe fruits and label a fruit basket</p>
<p>Phonics and reading nursery</p>	<p>Level 1 Twinkl Phonics (Long term plan)</p> <p>Autumn 1 Me and my family</p> <p>Autumn 2 Traditional Tales</p> <p>Recognise own name</p> <p>Phase 2- letters S,A,T within continuous provision</p>	<p>Level 1 Twinkl Phonics (Long term plan)</p> <p>Spring 1 People who help us</p> <p>Spring 2 Animals</p> <p>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'</p>	<p>Level 1 Twinkl Phonics (Long term plan)</p> <p>Summer 1 Places to Visit</p> <p>Summer 2 Fantasy</p> <p>Introduce Lilac Books (Reading Planet) Use Picture Clues: Can the children talk about the pictures? Can they remember the main points of the story?</p> <p>Can read and copy own name</p> <p>Phase 2-</p>



			'I Say: You Say. Knows letters in own name Phase 2- S,A,T,P,I,N, within continuous provision	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 3	Phase 3
Mathematics Nursery We follow Master the Curriculum	Master the Curriculum Colours Match Sort Number 1 Number 2 Patterns ABAB Consolidation		Master the Curriculum Number 3 Number 4 Number 5 Number 6 Height and length Mass Capacity Consolidation	Master the Curriculum Sequencing Positional Language More than/fewer than Shapes 2D Shapes 3D Number composition What comes after? Numbers to 5 Consolidation
Mathematics Reception We follow Master the Curriculum	Getting to know you Use these weeks to get to know your children. You will not find maths planning, there are maths activity sheets to get to know the class provided within the download for these weeks. Match, sort and compare • Match objects • Match pictures and objects • Identify a set • Sort objects to a type • Explore sorting techniques • Create sorting rules • Compare amounts Talk about measure and patterns • Compare size • Compare mass • Compare capacity		Alive in 5 • Introduce zero • Find 0 to 5 • Subitise 0 to 5 • Represent 0 to 5 • 1 more • 1 less • Composition • Conceptual subitising to 5 Mass and capacity • Compare mass • Find a balance • Explore capacity • Compare capacity Growing 6, 7, 8 • Find 6, 7 and 8 • Represent 6, 7 and 8	To 20 and beyond • 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 How many now? • Add more • How many did I add? • Take away • How many did I take away Manipulate, compose and decompose • Select shapes for a purpose • Rotate shapes • Manipulate shapes • Explain shape arrangements



	<ul style="list-style-type: none"> • 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 • 1 less • Composition of 1, 2 and 3 <p>Circles and triangles</p> <ul style="list-style-type: none"> • Identify and name circles and triangles • Compare circles and triangles • Shapes in the environment • Describe position <p>1, 2, 3, 4, 5</p> <ul style="list-style-type: none"> • Find 4 and 5 • Subitise 4 and 5 • Represent 4 and 5 • 1 more • 1 less • Composition of 4 and 5 • Composition of 1 – 5 <p>Shapes with 4 sides</p> <ul style="list-style-type: none"> • Identify and name shapes with 4 sides • Combine shapes with 4 sides • Shapes in the environment • My day and night 	<ul style="list-style-type: none"> • 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 <p>Length, height and time</p> <ul style="list-style-type: none"> • Explore length • Compare length • Explore height • Compare height • Talk about time • Order and sequence time <p>Building 9 and 10</p> <ul style="list-style-type: none"> • Find 9 and 10 • Compare numbers to 10 • Represent 9 and 10 • Conceptual subitising to 10 • 1 more • 1 less • Composition to 10 • Bonds to 10 (2 parts) • Make arrangements of 10 • Bonds to 10 (3 parts) • Doubles to 10 (find a double) • Doubles to 10 (make a double) • Explore even and odd <p>Explore 3-D shapes</p> <ul style="list-style-type: none"> • Recognise and name 3-D shapes • Find 2-D shapes within 3-D shapes • Use 3-D shapes for tasks • 3-D shapes in the environment • Identify more complex patterns • Copy and continue patterns 	<ul style="list-style-type: none"> • 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 • Grouping • Even and odd sharing • Play with and build double <p>Visualise, build and map</p> <ul style="list-style-type: none"> • Identify units of repeating patterns • Create own pattern rules • Explore own pattern rules • Replicate and build scenes and constructions • Visualise from different positions • Describe positions • Give instructions to build • Explore mapping • Represent maps with models • Create own maps from familiar places • Create own maps and plans from story <p>Situations Make connections</p> <ul style="list-style-type: none"> • Deepen understanding • Patterns and relationships <p>Consolidation</p>
--	---	---	---



	• Patterns in the environment					
Expressive Art and Design	Artist: Monet and Impressionism Self Portrait Water lilies Field of Poppies large together art work Monet Japanese bridge resist artwork Haystacks – painting everyday items at different times of day My dream house Creating a together map and binoculars	Artist: Van Gogh and Post Impressionism Floral Still Life Printing fireworks Self Portrait with small brushes/cotton buds Finger painting a large together vegetable garden Christmas Wrapping paper doodles Christmas Nativity scene in Post impressionist style	Artist: Jackson Pollock and Abstract expressionism Drip and Blow paintings Marble Paintings Spray painting an unusual surface canvas outside Tooth Brush flicking art work Funnel drip art Splatter painting on large floor canvas outside Finger painting Blow painting with straws Chinese New Year dragon squish art	Artist: Andy Goldsworthy and Land Art Natural Loose part spirals Collect leaves from outside to make an art work Making spirals with paint sticks Draw natural shaped lines and cover with stones Clay exploration creations Clay and wire sculptures Large outdoor art with sticks	Artist: Matisse and Fauvism Cutting coloured paper free collage Unusual colours portrait of a friend Bold colours garden together art work Body in Motion art works big body tracing Still life extra large size Finger painting large art work in bright colours	Art: World Art African Art – Paper Masks South African Art – William Kentridge Carcoal art work Indian Art – Loose part mandalas Mexican Art – Floral folk art flags Inuit Art – Clay animals Aboriginal Art – Dot painting on rocks
Knowledge and Understanding of the World	Not limited to just these. Will be regularly reviewed depending cohort and will be flexible to react to child interest and events.					
	Explore our local area Learn how to look after ourselves with a visit from a dentist/nurse What happens in a home- role play.	Make green soup Make jam tarts Learn about nocturnal animals Learn about leaves and their cycle of growth and decay Floating and sinking Books to help:	Make a bird feeder Explore snow, melting and freezing Create an ice sculpture Find out how a wind mill works Books to help: Why do leaves fall from trees?	Design a bug hotel Create a habitat for a bug Pond dipping Bug hunting on Pastor John’s garden Worm house- loo at the different types of soil How does a spider eat a fly?	Growing vegetables in mini green house Growing flowers and measuring Walk in the park to see the signs of growth Visit to a garden centre Books to help:	Boats that float Floating and sinking Paper aeroplanes, gravity Ramps and cars, friction Design own vehicle Tasting food from other cultures Visitors to talk about their country/culture



	<p>Where do I live? What types of homes are there in the world.</p> <p>What is my family like? How is my family different to others? What is my family tree?</p> <p>Books to help:</p> <p>Atlas Maisy goes to the dentist Why do we brush our teeth Usbourne Homes around the world non-fiction.</p>	<p>Nocturnal animals Light by Sheree Boyd The colour of us by Karen Katz</p>	<p>Maisy's wonderful weather book Non-fiction book about wind</p>	<p>Watch caterpillars change into butterflies</p> <p>Books to help:</p> <p>Do you like bugs? God's amazing bugs My busy, green garden</p>	<p>Let's grow, instruction book Planting a rainbow How a seed grows, Helene Jordan</p>	<p>Look at clothing/photographs from another culture</p> <p>Books to help:</p> <p>Non-fiction books of other cultures</p>
RSE	<p>A healthy, happy me How to stay healthy, diet, Oral Health Exercise, sleep,</p>		<p>Working together, being kind and forgiving faults.</p>		<p>Keeping Safe</p>	
R.E Heart Concepts	<p>I am fearfully and wonderfully made. I am a child of God We are all different but form part of God's family and why do we need to follow the rules We are all friends of Jesus Being thankful for what God has given me.</p>	<p>God is always with us in the day and night & when we are afraid Bible story - Calming the storm Moses in the bulrushes found by the Egyptian princess who was kind and looked after him Daniel in the lions den - Shining our light through being faithful like Daniel</p>	<p>There is a time for everything If we continue to pray and believe God will answer. He will keep his promises. Jesus heals the man born blind. My help comes from the Lord Jesus calms the storm Pentecost and coming of HS</p>	<p>The triumphant entry into Jerusalem. The Last Supper Jesus prays in Gethsemane Jesus us arrested The Crucifixion and Resurrection</p>	<p>Story of the garden of Eden Garden We should be rooted in God's love and then we shall feel secure The parable of the sower Jesus said I am the Vine my father is the gardener Parable of the mustard seed</p>	<p>Moses left in the bulrushes Moses the shepherd Moses and the burning bush Moses and pharaoh Moses and the ten commandments Jesus Loves you</p>

Long Term Curriculum Plan EYFS Cycle A



	<p>Build your life upon God's love The creation story</p>	<p>Jonah and the whale - Shining our light through saying sorry like Jonah. Joseph and his coat of colours - Shining our light through helping like Joseph helped those in famine Jesus is more precious than Gold or Silver – make a throne/crown for him. Why was Jesus a King? Who is Jesus? The names of God. Christmas Story events and celebrations</p>	<p>God stops the sun from setting for Joshua - Nothing will be impossible for you if you have faith.</p>			
--	---	---	--	--	--	--