

Nursery (in red)/Reception Long Term Cycle B

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Title	Once Upon a Time	Fabulous Festivals	Rumble in the Jungle	Creepy Crawlies	Let's Grow	Dragons and Castles
Visits/Visitors	Library	Panto	Yorkshire Wildlife Park	Tropical Butterfly House	Wentworth Garden centre	Bolsover Castle
Drawing Club	Text Focus: - Gingerbread Man - Goldilocks and the 3 Bears - 3 Billy Goats Gruff - Elves and the Shoemaker - Ugly Duckling • Listening to others one to one or in small groups, when conversation interests them. • Joining in with rhyme and stories • Recognising their own name • Beginning to form lower and capital letters correctly • Being more confident in writing identifiable shapes and letters	Text Focus: - Trick or Pete - Pete saves Christmas - Super Pete - Fire fighter Pete - Snow daze - 12 groovy days of Christmas • Repeating words and phrases from familiar stories. • Join in with the rhythm of well-known rhymes and songs • Talking about sentences • Starting to use full stops and capital letters in the correct places	Text Focus: - Elmer - Hiccupotamus - Chameleons Crazy Colours - Jazzy in the Jungle - Neon Leon - Little monkey • Listening to others one to one or in small groups, when conversation interests them. • Joining in with repeated refrains and anticipating key events and phrases in rhymes and stories. • Talking about events characters in books • Using vocabulary and events from stories in their play • Using their phonic knowledge to write words in ways which match their spoken sounds • Writing some irregular common words • Writing simple sentences which can be read by themselves	Text Focus: - The very hungry caterpillar - The very greedy bee - Mad about minibeasts - Spinderella - Twist and bop minibeast bop • Describing main story settings, events, and principal characters. • Sometimes gives meaning to marks as they draw and paint. • Rereading texts to build up their confidence, their fluency and their understanding and enjoyment in word reading • Writing simple sentences which can be read by themselves and sometimes by others • Spelling small familiar words correctly and making phonetically plausible attempts at writing more complex words • Rereading what they have written to make sure it makes sense	Text Focus: - Supertato - Evil pea and the beanstalk - Run veggies run - Bubbly Troubly - Broccoli boogie - Evil pea rules • Beginning to be aware of the way stories are structured. • Starting to write identifiable shapes and letters. • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary • Anticipate - where possible key events in stories	Text Focus: - Zog - When a dragon goes to school - Dragons love underpants - Megs castle - Dragon post • Using talk to connect ideas, explain what is happening, anticipating what might happen next and suggest how the story might end. • Write recognisable letters, most of which are correctly formed • Spell words by identifying sounds in them and representing the sound with a letter or letters • Write simple phrases and sentences that can be read by others
Early Reading	• Have single channelled attention. Shifting to a different task if	• Showing interest in illustrations and print in books and the environment.	• Focusing attention- still listen or do, but can shift own attention	• Beginning to notice when words have the same beginning sound.	• Looking at books independently.	• Recognising familiar words and signs such as

	attention fully obtained- using child's name helps focus. - Holding a book, turn the pages and indicating an understanding of pictures and print - Showing interest in non-fiction books.	Linking sounds to letters in the alphabet	- Reading simple phrases and sentences made up of words with known letter sound correspondences and where necessary, a few exception words - Making suggestions about what will happen next in a story - Reading simple words and simple sentences	- Having awareness that signs and symbols in the environment carry meaning. - Reading simple phrases and sentences made up of words with known letter sound correspondences and where necessary, a few exception words - Talking about their favourite books	- Read aloud simple sentences and books that are consistent with their phonic knowledge including CEW - Use and understand recently introduced vocabulary during discussion about stories, non-fiction, rhymes, poems and during role play	own name and advertising logos. - Read aloud simple sentences and books that are consistent with their phonic knowledge including CEW - Use and understand recently introduced vocabulary during discussion about stories, non-fiction, rhymes, poems and during role play
Nursery Aspects 1-6	- Recognising and responding to many familiar sounds. - Showing interest in playing sounds, songs and rhymes. - Having some favourite stories, rhymes, songs, poems and jingles.	- Using language as a powerful means of widening contacts. Share feelings, experiences and thoughts. - Fill in the missing word or phrase in a known rhyme, story or game.	Able to follow directions (if not intently focused on own choice of activity)	Showing awareness of and enjoying rhyme and alliteration.	Drawing lines, circles in the air, on the floor or on large sheets of paper.	Beginning to use more complex sentences to link thoughts.
RWI	- Baseline - Set 1 sounds - Spelling words by identifying the sounds and then writing the sounds letter/letters.	- Identifying sounds in words, in particular initial sounds - Segmenting and blending the sounds in simple words demonstrating knowledge of sounds (with support)	- Reading individual letters by saying individual sounds for them - Reading simple words and simple sentences - Identifying rhymes.	- Blending sounds into words so that they can read short words made up of known letter-sound correspondences - Reading a few common misconceptions words	- Say a sound for each letter in the alphabet band at least 10 digraphs - Read words consistent with their phonic knowledge by sound blending	- Say a sound for each letter in the alphabet band at least 10 digraphs - Read words consistent with their phonic knowledge by sound blending.
C and L	- Have single channelled attention. Shifting to a different task if attention fully obtained- using child's name helps focus. - Using simple sentences. - Using vocabulary focused on objects and people that are particular importance to them.	- Understanding more complex sentences e.g 'put your toys away and read a book'. - Holding conversation jumping from topic to topic. - Understanding 'who', 'what', 'where' in simple question (e.g who that's/ what's that? Where is?)	- Using a variety of questions e.g what, where, who. - Beginning to use word ending e.g going, cats.	- Understanding use of objects. - Respond to simple instructions. - Retelling a simple past event in the correct order.	- Showing an understanding of prepositions such as 'under', 'on top', 'behind'. - Using intonation, rhyme and phrasing to make meaning clear to others.	- Beginning to understand 'why' and 'how' questions. - Building up vocabulary that reflects the breadth of their experiences. - Using a range of tenses.
Maths	Getting to know you and Just Like Me - Match and Sort - Compare amounts	It's me 123 and Light and Dark - Representing 1-5 - Comparing 1,2 and 3 - Composition of 1,2 and 3	Alive in 5 and Growing 6,7,8 - Introducing 0 - Pairing numbers to 5 - Composition of 4 -8	Building 9-10 - Counting to 9 and 10 - Comparing numbers to 10 - Bonds to 10	To 20 and Beyond and First, Then, Now Building numbers beyond 10	Find my pattern and On the Move - Doubling - Sharing and grouping

	- Compare size, mass and capacity - Exploring pattern	- One more one less - Circles and triangle - Positional language - Shapes with four sides - Time	- Compare mass - Compare capacity - Combining two amounts - Making pairs - Length and height - Time	3D shapes - Spatial awareness - Patterns	- Counting patterns beyond 10 - Spatial reasoning - Match, rotate manipulate - Adding more - Taking away - Compose and decompose	- Even and odd - Deepening understanding - Patterns and relationships - Spatial reasoning - Visualise and build - Mapping
UTW (Science Focus)	- Noticing detailed features of objects in their environment. - Talking about some of the things they have observed such as plants, animals, natural and found objects - Ask questions about aspects of their familiar world such as the place where they live or the natural world	- Talking about some of the things they have observed such as plants, animals, natural and found objects. - Having greater awareness of seasonal change - Asking questions about some of the things they have observed such as plants and animals	- Talking about why things happen and how they work. - Talking about why things happen and how they work - Recognising that some environments are different to the one in which they live	- Able to comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world. - Developing an understanding of growth, decay and changes over time. - Understanding more about growth, decay and changes over time - Identifying features of living things such as animals with legs or those with wings - Exploring the natural world around them - Describe wat they can see, hear and feel whilst outside - Understanding the effect of the changing seasons on the natural world around them	- Developing an understanding of growth, decay and changes over time. - Understand some important processes and changes in the natural wold around them, including the seasons and changing states of a matter	- Ask questions about aspects of their familiar world such as the place where they live or the natural world. - Showing care and concern for living things and their environment. - Explore the natural world around them, making observations and drawing pictures of animals and plants - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their own experiences and what they have read in class
UTW (Past and present)	- They will be aware that parents and grandparents are older than they are. - Children will be having a growing awareness of new and old, although may sometimes confuse this something new to them and brand new. - Remembering and taking about significant events in their own experiences (e.g. birthday	- They will have understanding of yesterday and tomorrow. - Beginning to be familiar with words and phrases associated with long ago such as <i>in the past</i> or <i>a long time ago</i> - Beginning to understand that some familiar stories were set in a time before they were born	- Appreciating that certain artefacts and resources are old and have been used before. - Beginning to compare and contrast characters and stories about the past - Using appropriate language to describe the past such as <i>in the past</i>.	- Remembering and talking about significant events in their own experiences and describing special events for family and friends. - Recognising and describing special times or events for family or friends (Easter) and understanding that they happened before they were born	- They will recognise that there are children that are older than them and others that are younger. - Talk about the lives of people around them and their roles in society - Know some similarities and differences between things in the past and now drawing on their experiences and what has been read in class - Understand the past through setting, characters and events encountered in books read in class and storytelling	- They will have an awareness that they can do more for themselves than when they were babies. - Consolidate awareness of differences between past and present and draw on personal experiences to evidence understanding

	Knowing the grandparents are older than their parents					
UTW (People, culture and communities)	- Children explore photographs of grandparents, great grandparents when they were young. - Showing interest in the lives of people who are familiar to them. - Showing increased interest in the lives of people who are familiar to them - Talking about members of their immediate family and community - Naming and describing people who are familiar to them	- Learning that they have similarities and differences that connect them to, and distinguish them from others. - Beginning to have their own friends. - Having a greater understanding about why certain events are being celebrated - Beginning to understand that not all people celebrate the same things as them	- Knowing some things that make them unique, and talking about some of the similarities and differences in relation to family and friends. - Drawing information from a simple map - Know some similarities and difference between different religions and cultural communities in this country, drawing on their experiences and what has been read in class - Explain some similarities and differences between life in this country and life in other countries drawing on knowledge from stories, non-fiction texts and where appropriate maps	- Showing an interest in different occupations and ways of life. - Talking about people who are helpful to them both from within their family and from outside their family - Starting to show an interest in different occupations and ways of life		- Recognising and describing special times or events. - Describe their environment using knowledge from observation, discussion, stories, non-fictions texts and maps
EAD (Being imaginative and expressive)	- Enjoy joining in with dancing and ring games. - Singing a few familiar songs. - Begin to make believe by pretending - Listening and responding to different styles of music - Learning to sing or sing along with nursery rhymes and action songs - Improvising leading to playing classroom instruments	- Imitating movement in response to music. - Showing an interest in the way musical instruments sounds. - Begin to make believe by pretending - Listening and responding to different styles of music - Embedding foundations of the interrelated dimensions of music - Learning to sing or sing along with nursery rhymes and action songs - Improvising leading to playing classroom instruments	- Tapping out simple repeated rhythms. - Noticing what adults do, imitating what is observed and then doing it spontaneously when an adult is not there. - Listening and responding to different styles of music - Embedding foundations of the interrelated dimensions of music - Building up a rapport of songs and dances - Improvising leading to playing classroom instruments	- Beginning to move rhythmically. - Noticing what adults do, imitating what is observed and then doing it spontaneously when an adult is not there. - Listening and responding to different styles of music - Embedding foundations of the interrelated dimensions of music - Building up a rapport of songs and dances - Improvising leading to playing classroom instruments	- Exploring and learning how sounds can be changed. - Engaging in imaginative role play based on own first hand experiences and building stories around toys. - Listening and appraising Funk music - Embedding foundations of the interrelated dimensions of music using voices and instruments - Learning to sing Big Bear Funk and revisiting other nursery rhymes and action songs - Playing instruments within the song	- Singing to self and making ups simple songs including rhythms. - Using available resources to create props to support role-play. - Sing a range of well-known nursery rhymes and songs - Perform songs, rhymes, poems and rhythmic stories with other and where appropriate, try to move in time with music - Invent, adapt and recount narratives and stories with peers and their teacher.

	• Share and perform the learning that has taken place • Exploring and learning how sounds can be changed	• Share and perform the learning that has taken place • Beginning to move rhythmically	• Singing and learning to play instruments within a song • Initiating new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. • Share and perform the learning that has taken place	• Singing and learning to play instruments within a song • Initiating new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. • Share and perform the learning that has taken place	• Improvisation using voices and instruments • Riff-based composition • Share and perform the learning that has taken place • Invent, adapt and recount narratives and stories with peers and their teacher.	
EAD (Creating with Materials)	• Experimenting with blocks, colours and marks. • Understanding that they can use lines to enclose a space, and beginning to use these shapes to represent objects. • Realising that tools can be used for a purpose • Using simple tools and techniques competently and appropriately • Selecting appropriate brush for a given purpose • Exploring what happens when they mix colours • Experimenting with different textures		• Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. • Explore colour and how colours can be changed. • Safely using and exploring a variety of materials, tools and techniques • Experimenting with colour, design, texture form and function • Selecting tools and using techniques needed to shape, assemble and join materials they are using • Understanding that different media can be combined to create new effects		• Joining construction pieces together to build and balance. • Using various construction materials. • Showing interest in and describing the texture of things. • Safely use and explore a variety of materials, tools and techniques • Experimenting with colour, design, texture, form and function • Share their creations, explaining the process they have used • Make use of props and materials when roleplaying characters in narratives and stories	
PSHE	See Jigsaw Progressions document		See Jigsaw Progression document		See Jigsaw Progression document	
PD (Fine)	• Distinguishing between the marks they make. • Gripping using five fingers or preferably two fingers and thumb for control. • Beginning to use three fingers (tripod grasp) to hold writing tools. • Drawing lines and circles using gross motor movements • Using one handed tools and equipment e.g. scissors • Holding pencils between the thumb and two fingers instead of whole hand • Beginning to hold pencil correctly and showing good control • Copying some letters, especially letters from their own name		• Holding a pencil between thumb and finger, no longer uses whole hand grasp. • Using tools for mark making with control. • Using one-handed tools and equipment eg making snips in paper with scissors. • Picking up tiny objects using pincer grasp. • Handling tools, objects construction and malleable materials safely and with increasing control • Showing a preference for a dominant hand • Beginning to show anti clockwise movements and retrace vertical lines • Beginning to form recognisable letters • Using a pencil and holding it effectively to form recognisable letters especially letters in their own name		• Holding pencil near point between first two fingers and thumb and use it with good control. • Coping shapes, letter and pictures. • Making small cuts in paper with scissors. • Beginning to show dominant hand. • Hold a pencil effectively in preparation for fluent writing using the tripod grip in almost all cases • Use a range of m=small tools including scissors, paint brushes and cutlery • Begin to show accuracy and care when drawing	
PD (Gross)	• Climbing confidently and beginning to pull themselves up on nursery play climbing equipment. • Kicking a large ball. • Running safely on whole foot.		• Running skilfully and negotiates space successfully. Adjusting speed or direction to avoid obstacles. • Standing momentarily on one foot when shown. • Moves freely and with confidence in a range of ways eg slithering, shuffling, rolling etc.		• Catching a large ball. • Skipping, hopping and standing on one leg and hold a position for a few seconds. • Balancing and riding a trike or scooter. • Going up steps or stairs using alternative feet.	

	• Walking up steps or down steps holding onto a rail, two feet onto each step. • Showing increasing control when linking movements together • Knowing that it is good to be active and to sometimes get out of breath • Moving freely with confidence in a range of ways • Mounting stairs, steps and climbing equipment using alternative steps • Walking downstairs two feet to each step • Standing momentarily on one foot • Running skilfully whilst negotiating space successfully • Adjusting speed and direction as needed	• Starting to experiment with different types of movements • Recognising how they can refine a range of physical actions such as rolling, running, skipping etc. • Jumping off objects safely and carefully • Negotiating space carefully • Travelling with confidence and skill when moving around under, over and through various equipment • Showing increasing control when throwing, catching and kicking a ball	• Negotiate space and obstacles safely, with consideration for themselves and others • Demonstrate strength, balance and coordination when playing • Moving energetically, such as running, jumping, dancing, hopping, skipping and climbing
--	--	---	--