

Nursery and Reception sequence of learning (Cycle A)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English: Books that may be used during the topic	Rapunzel. Aladdin and the Lamp. Rumpelstiltskin. Snow White and the Seven Dwarfs. The Little Mermaid. Little Red Riding Hood. The three little pigs	Prince Cinders by Babette Cole. Snow White in New York by Fiona French. The Pea and the Princess by Mini Grey. The True Story of the Three Little Pigs by Jon Scieszka and Lane Smith. Red Riding Hood and the Sweet Little Wolf by Rachael Mortimer. Jack and the Baked Beanstalk by Colin Stimpson. Ratpunzel by Charlotte Guillain.	Books by Simon Bartram: Dougal's Deep Sea Diary. The Man on the Moon. The Disappearing Moon. A Right Royal Disaster. Bob's Best Ever Friend. Bob and the Moon Tree Mystery. Books by Oliver Jeffers	The Enormous Turnip. The Tale of Peter Rabbit by Beatrix Potter. Jack and the Beanstalk. Oliver's Vegetables by Vivian French.	Ladybird Classics: The Wind in the Willows by Kenneth Grahame (retold by Joan Collins). The Wind in the Willows based on the original story by Kenneth Grahame, retold by Lesley Sims, illustrated by Mauro Evangelista (<i>simple text</i>). Alternative animal adventure themes: Beatrix Potter's animal tales, e.g. The Tale of Peter Rabbit, Squirrel Nutkin, Tom Kitten. The Spectacular Tale of Peter Rabbit by Emma Thompson.	The lighthouse keepers lunch The storm whale Sally and the limpet The Sand Horse by Ann Turnbull. The Whales' Song by Dyan Sheldon. The Mermaid of Zennor by Charles Causley. Winnie at the Seaside by Valerie Thomas. At the Beach by Roland Harvey. The Lighthouse Keeper Stories by Ronda Armitage and David Armitage.
RE	Why are some things special?					
	Why do we celebrate? What times are special for different people and why?	Which stories and books are special for different people and why?		Which places are special for different people and why? What is special about the world?		
Characteristics of effective learning	Make independent choices Try new activities based on interests I have my own ideas Keep trying	Check own progress Set own goals Make links between my ideas Correct my own mistakes Explore and plan activities	personalised	personalised	personalised	personalised

	Autumn		Spring		Summer	
Story time texts / assembly ideas	<p>Circle time – express our feelings</p> <p>Tough guys have feelings too! (empathy)</p> <p>The super swooper dinosaur</p> <p>Specs for Rex</p> <p>I wish I had been born a unicorn – if only ... (difference)</p> <p>Social stories – comfort a friend</p>	<p>Colour monster – identify names and feelings</p> <p>Washing hands/keeping clean songs</p> <p>Social stories – following rules and making the right choice</p> <p>Seek help stories – playing wifriends</p>	<p>Bubble trouble – resolving conflict</p> <p>Penguin and the pinecone – thinking of others</p> <p>Imaginary Fred – being a loyal friend</p> <p>I don't want to be a pea – friendship</p> <p>Too many carrots – selfish</p> <p>How to save a superhero</p>	<p>Harris the hero – helping others</p> <p>The ugly duckling – acceptance and change</p> <p>Lion and the mouse – boasting</p> <p>Can I tell you a secret? Trust</p> <p>Froggy who cannot swim - empathy</p>	<p>Goldilocks – empathy</p> <p>GRRRRRR-empathy taking turns</p> <p>Two little bears – friendship</p> <p>Can't you sleep little bear? – patience</p>	<p>Marmaduke the very different dragon – difference</p> <p>Have you seen elephant – friendship and feelings</p> <p>Rainbow fish – friendship</p>
Personal, Social, Emotional Development (PSED)	<p><u>Nursery</u></p> <ul style="list-style-type: none"> • Become more outgoing with unfamiliar people, in the safe context of their setting • Talk about their feelings • Play with one or more other children • Increasingly follow rules, understanding why they are important <ul style="list-style-type: none"> • Select and use activities and resources, with help when needed 		<p><u>Nursery</u></p> <ul style="list-style-type: none"> • Develop confidence in new social situations • Help to find solutions to conflicts • Learn about feelings • Develop assertiveness 		<p><u>Nursery</u></p> <ul style="list-style-type: none"> • Play with other children, extending and elaborating play ideas • Talk with others to solve conflicts <ul style="list-style-type: none"> • Talk about their feelings • Begin to understand how others might be feeling • Develop their sense of responsibility and membership of a community 	
	<p><u>Reception</u></p> <ul style="list-style-type: none"> • Become more outgoing with unfamiliar people, in the safe context of their setting • Talk about their feelings • Play with other children, extending and elaborating play ideas • Increasingly follow rules without reminders, understanding why they are important 		<p><u>Reception</u></p> <ul style="list-style-type: none"> • Express feelings • Identify own feelings socially and emotionally • Show resilience and perseverance • Think about the perspectives of others • See themselves as a valuable individual 		<p><u>Reception</u></p> <p><u>Self-Regulation Early Learning Goal (ELG)</u></p> <ul style="list-style-type: none"> • Understand own and others feelings • Focus attention • Respond appropriately <p><u>Managing Self Early Learning Goal (ELG))</u></p> <ul style="list-style-type: none"> • Show independence resilience and perseverance • Know right from wrong • Manage own hygiene and basic needs <p><u>Building Relationships Early Learning Goal (ELG))</u></p> <ul style="list-style-type: none"> • Work cooperatively, positively and sensitively 	

Activity ideas	<p>Role play/small world – birthdays, kitchen, our church, our school, home corner, messy map of local area, village shop</p> <p>Circle time/ talking time: personal interests, family, home, animals</p>	<p>Role play/small world – vets, pets, pet shop, zoo, park, farm, red riding hood Forrest, Diwali, Hanukah, red riding hood Forrest, jungle</p> <p>Circle time/ talking time: stick man, Christmas, holidays, the Gruffalo</p>	<p>Role play/small world – then and now, homes then and now</p> <p>Circle time/ talking time: family, community, people who help us</p>	<p>Role play/small world – traditional tales, Cinderella, jack and beanstalk, minibeast, skeletons, teeth, life cycles</p> <p>Circle time/ talking time: right and wrong, villains and heroes, keeping safe, keeping clean</p>	<p>Role play/small world – forest, teddy bears picnic, bear hunt, Paddington bear, bear cave, goldilocks</p> <p>Circle time/ talking time: trying something new, sharing, growing up, what makes me me?</p>	<p>Role play/small world- beach, sand play, seaside, ocean creatures, holidays then and now</p> <p>Circle time/ talking time: rock pools, under the sea, plastic waste, caring for wildlife</p>
Communication and language (C and L)	<p style="text-align: center;"><u>Nursery</u></p> <ul style="list-style-type: none"> • Use a wider range of vocabulary • Know many rhymes • Use longer sentences of four to six words • Understand a question or instruction that has two parts e.g. 'Put your coat on and line up at the door' <p style="text-align: center;"><u>Reception</u></p> <ul style="list-style-type: none"> • Understand 'why' questions • Know many rhymes, be able to talk about familiar books, and be able to tell a long story • Understand a question or instruction that has two parts • Understand how to listen carefully and why listening is important • Connect one idea or action to another using a range of connectives 		<p style="text-align: center;"><u>Nursery</u></p> <ul style="list-style-type: none"> • Listen to and remember much of what happens in longer stories • Learn rhymes, talk about familiar books, and tell a long story • Develop conversational skills between peers and adults <ul style="list-style-type: none"> • Use talk to organise themselves and their play <p style="text-align: center;"><u>Reception</u></p> <ul style="list-style-type: none"> • Learn new relevant vocabulary • Articulate ideas and thoughts in well-formed sentences • Listen to and talk about stories to build familiarity and understanding • Listen carefully to rhymes and songs, paying attention to how they sound • Learn rhymes, poems and songs • Learn from non-fiction books 		<p style="text-align: center;"><u>Nursery</u></p> <ul style="list-style-type: none"> • Understand 'why' questions • Develop their communication, but may continue to have problems with irregular tenses and plurals • Practise saying tricky sounds: r, j, th, ch, and sh and multisyllabic words such as 'planetarium' or 'hippopotamus' • 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 <p style="text-align: center;"><u>Reception</u></p> <p><u>Listening and Attention Early Learning Goal (ELG)</u></p> <ul style="list-style-type: none"> • Listening and responding • Making comments • Holding back and forth conversations <p><u>Speaking Early Learning Goal (ELG)</u></p> <ul style="list-style-type: none"> • Participate in discussions • Offer explanations • Express ideas and feelings in full sentences including different tenses and conjunctions 	

Key skills	Dress and undress Baseline fundamental skills Use scissors Fine motor – mark making, fasten a zip	hopping, jumping for distance Running Catching and throwing Start to form letters and shapes	Scooters and didi cars hopping, jumping for distance Running Catching and throwing	Form most taught letters correctly Use a range of tools effectively hopping, jumping for distance Running Catching and throwing	® Form all letters correct Use a range of tools effectively hopping, jumping for distance Running Catching and throwing ly	® Form all letters correctly ® Begin to write with more efficiency and style Use a range of tools effectively hopping, jumping for distance Running Catching and throwing
Physical Development (PD)	<p style="text-align: center;"><u>Nursery</u></p> <ul style="list-style-type: none"> • Use large-muscle movements to wave flags and streamers, paint and make marks • Use one-handed tools and equipment like hammers • Develop independence as they get dressed and undressed with coats • Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills • Be increasingly independent in meeting their own care needs • Start to eat independently and learning how to use a knife and fork 		<p style="text-align: center;"><u>Nursery</u></p> <ul style="list-style-type: none"> • Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills • Use one-handed tools and equipment like scissors • Show a preference for a dominant hand • Use a comfortable grip with good control when holding pencils • Show a preference for a dominant hand • Be increasingly independent putting on jumpers and coats 		<p style="text-align: center;"><u>Nursery</u></p> <ul style="list-style-type: none"> • Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. • Match their developing physical skills to tasks and activities in the setting • Choose the right resources to carry out their own plan • Collaborate with others to manage large items • Use a comfortable grip • Make healthy choices about food, drink and activity 	
	<p style="text-align: center;"><u>Reception</u></p> <ul style="list-style-type: none"> • Be increasingly independent as they get dressed and undressed • Use a comfortable grip with good control when holding pens and pencil • Use one-handed tools and equipment, for example, making snips in paper with scissors • Be increasingly independent in meeting their own care needs 		<p style="text-align: center;"><u>Reception</u></p> <ul style="list-style-type: none"> • Develop their small motor skills to use a range of tools competently, safely and confidently • Use core muscle strength to achieve a good posture when sitting at a table or sitting on the floor • Develop the foundations of a handwriting style • Develop self-regulation skills 		<p style="text-align: center;"><u>Reception</u></p> <p><u>Gross Motor Early Learning Goal (ELG)</u></p> <ul style="list-style-type: none"> • Spatial awareness • Demonstrate balance, strength and coordination • Move in a variety of ways energetically <p><u>Fine Motor Early Learning Goal (ELG)</u></p> <ul style="list-style-type: none"> • Tripod grip • Develop fluency • Accurate and careful drawing 	

<p>Possible Texts + ELS phonics scheme</p>	<p>Rapunzel. Little Red Riding Hood. The three little pigs</p>	<p>Prince Cinders by Babette Cole. Red Riding Hood and the Sweet Little Wolf by Rachael Mortimer.</p>	<p>Books by Simon Bartram: Books by Julia Donaldson Books by Oliver Jeffers</p>	<p>The Enormous Turnip. Jack and the Beanstalk. Oliver's Vegetables by Vivian French.</p>	<p>The Spectacular Tale of Peter Rabbit by Emma Thompson.</p>	<p>The lighthouse keepers lunch The Lighthouse Keeper Stories by Ronda Armitage and David Armitage.</p>
<p>Literacy</p>	<p style="text-align: center;"><u>Nursery</u></p> <ul style="list-style-type: none"> • Develop phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word • Understand some of the key concepts about print: <ul style="list-style-type: none"> o Print has meaning. o The names of the different parts of a book. • Develop mark making by providing opportunities in a wide range of ways <p style="text-align: center;"><u>Reception</u></p> <ul style="list-style-type: none"> • Develop phonological awareness, so that they can recognise words with the same initial sound • Read individual letters by saying the sounds for them • Blend sounds into words, so that they can read short words • Read some letter groups that each represent one sound and say sounds for them • Write some or all of their name • Write some letters accurately 	<p style="text-align: center;"><u>Nursery</u></p> <ul style="list-style-type: none"> • Continue to develop phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound • Engage conversations about stories, learning new vocabulary • Write some letters in their name • Use some of their print and letter knowledge in their early writing <p style="text-align: center;"><u>Reception</u></p> <ul style="list-style-type: none"> • Develop phonic knowledge • Read harder to read and spell words • Read simple phrases and sentences made up of words with known letter-sounds and harder to read and spell words • Develop letter formation of lower and upper case letters. • Develop spelling strategies 	<p style="text-align: center;"><u>Nursery</u></p> <ul style="list-style-type: none"> • Engage in extended conversations about stories, learning new vocabulary • Recognise words with the same initial sound • Use some of their print and letter knowledge in their early writing. For example: writing initial sounds • Write their name • Write some letters accurately <p style="text-align: center;"><u>Reception</u></p> <p><u>Comprehension Early Learning Goal (ELG)</u></p> <ul style="list-style-type: none"> • Understand what has been read • Anticipate key events in stories • Understand and use newly introduced vocabulary <p><u>Word Reading Early Learning Goal (ELG)</u></p> <ul style="list-style-type: none"> • Say a sound for each letter of the alphabet and at least 10 digraphs • Read words by sound blending • Read aloud simple sentences consistent with phonic knowledge and some exception words <p><u>Writing Early Learning Goal (ELG)</u></p> <ul style="list-style-type: none"> • Write correctly formed recognisable letters • Spell phonetically • Write simple phrases and sentences that can be read by others 			

<p>White rose maths used as a starting point</p>	<p>Getting to know you</p> <p>Match, sort and compare</p> <p>Talk about measure and patterns</p>	<p>It's me 1,2,3</p> <p>Circles and triangles</p> <p>1,2,3,4,5</p> <p>Shapes with 4 sides</p>	<p>Alive in 5</p> <p>Mass and capacity</p> <p>Growing 6,7,8</p>	<p>Length, height and time</p> <p>Building 9 and 20</p> <p>Explore 3D shapes</p>	<p>To 20 and beyond</p> <p>How many now</p> <p>Manipulate, compose and decompose</p>	<p>Sharing and grouping</p> <p>Visualise, build and map</p> <p>Make connections</p>
<p>Maths</p>	<p><u>Nursery</u></p> <ul style="list-style-type: none"> • To recite numbers past 5 and show finger numbers up to 5 • Talk about and identify the patterns around them, use informal language to describe them • Extend and create ABAB patterns <p><u>Reception</u></p> <ul style="list-style-type: none"> • Contextual positional language • Count objects, actions and sounds • Subitising • Compare quantities • Extend and create repeating patterns, spot mistakes 		<p><u>Nursery</u></p> <ul style="list-style-type: none"> • Number and counting • Subitising • 2 D and 3 D Shapes • Length • Height • Weight <p><u>Reception</u></p> <ul style="list-style-type: none"> • Number • Subitising • 2 D and 3 D Shapes • Length • Weight • Capacity 		<p><u>Nursery</u></p> <ul style="list-style-type: none"> • Experiment with their own symbols • Solve real world maths problems • Understand position through words • Describe and discuss a familiar route • Begin to describe a sequence of events <p><u>Reception</u></p> <p><u>Number Early Learning Goal (ELG)</u></p> <ul style="list-style-type: none"> • Composition of number • Subitising • Number bonds to at least 5 <p><u>Numerical Patterns Early Learning Goal (ELG)</u></p> <ul style="list-style-type: none"> • Comparing quantities • Odds and evens • Doubles 	

Skills and artists	Sketching: Self portraits Family pictures My home My school	Famous artist – Kandinsky – circles and triangles Sculptures- 3d structures of animals	Famous artist- Claude Monet – Spring	Famous artist Arcimboldi – food portraits	Paint: <i>Paint portraits of themselves and look at a range of different artists and styles.</i>	Textiles: <i>Use weaving to create a pattern</i>
Being imaginative and expressive	<i>Explore and recreate sounds made by their bodies, the weather and animals.</i>	<i>Listen with concentration and understanding to a range of music</i>	Use voices expressively - singing songs, speaking chants and rhymes	Rehearse and perform with others, starting and finishing together and keeping a steady pulse	Experimenting with and creating musical patterns	<i>Use voices expressively and creatively by singing a range of songs</i>
Expressive Arts and Design (EAD)	<p style="text-align: center;"><u>Nursery</u></p> <ul style="list-style-type: none"> • Listen with increased attention to sounds • Make imaginative 'small worlds' with blocks and construction kits • Play instruments with increasing control to express their feelings and ideas • Develop their own ideas and then decide which materials to use to express them 		<p style="text-align: center;"><u>Nursery</u></p> <ul style="list-style-type: none"> • Develop complex stories using small world equipment • Drawing • Explore colour and colour-mixing • Play instruments with increasing control to express their feelings and ideas 		<p style="text-align: center;"><u>Nursery</u></p> <ul style="list-style-type: none"> • Develop drawing skills • Respond to what they have heard, expressing their thoughts and feelings • Develop singing skills - 'pitch match' and 'melodic shape' of familiar songs • Create their own songs, or improvise a song around one they know 	
	<p style="text-align: center;"><u>Reception</u></p> <ul style="list-style-type: none"> • Explore colour and colour-mixing • Draw with increasing complexity and detail, such as representing a face with a circle and including details • Respond to what they have heard, expressing their thoughts and feelings • Play instruments with increasing control to express their feelings and ideas 		<p style="text-align: center;"><u>Reception</u></p> <ul style="list-style-type: none"> • Singing • Music making, dance, and performance • Respond to music • Watch, talk and respond to dance and performance art 		<p style="text-align: center;"><u>Reception</u></p> <p><u>Creating With Materials Early Learning Goal (ELG)</u></p> <ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques <p><u>Being Imaginative and Expressive Early Learning Goal (ELG)</u></p> <ul style="list-style-type: none"> • Invent and recount narratives and stories • Sing songs, rhymes and poems • Move in time to music 	

<p>U of the world past and present</p>	<p>Explore local historical events, people and places in their locality</p> <p>Who is in my family?</p> <p>How have I changed since I was a baby?</p>	<p>Have you had a pet?</p> <p>Have animals changed over the years?</p> <p>Photos of me in winter past</p> <p>Animal life cycle</p>	<p>Significant historical figures</p>	<p>Photos of me in spring past</p> <p>Humans in the past how are they different now? Height etc.</p>	<p>How have I changed over the year?</p> <p>What can I do now I couldn't do at the start of the year?</p>	<p>When have I visited the seaside?</p> <p>Photos of me in summer past</p>
<p>People, culture and communities</p>	<p>Study their local area including the school and playground</p> <p>What is it like where I live?</p> <p>Hanukah</p> <p>Harvest</p>	<p>Learn about warm and cold countries around the world</p> <p>Diwali</p> <p>Eid</p>	<p>Investigating places</p> <p>The UK – London the capital city of England</p>	<p>What can I do?</p>	<p>Compare religions</p>	<p>Use aerial photos to recognise landmarks and study a local beach e.g. Southport</p> <p>What can you see?</p> <p>How can you describe it?</p>
<p>Tech skills</p>	<p>Technology around us</p>	<p>Online safety</p> <p>Maze explorers</p>	<p>Online safety</p> <p>Questioning</p>	<p>Animated books</p>	<p>Making music</p> <p>spreadsheets</p>	<p>Pictograms</p> <p>Presenting ideas</p>
<p>Natural world</p>	<p>Signs of autumn</p> <p>Weather detectives</p>	<p>Hibernation station</p> <p>Explore ice</p>	<p>Signs of spring</p>	<p>Weather detectives</p>	<p>Signs of summer</p> <p>Weather detectives</p>	<p>How can we care for the environment?</p> <p>Rock pools</p>

Understanding The World (UTW)

Nursery

- Use all their senses in hands-on exploration of natural materials
- Explore collections of materials with similar and/or different properties
- Talk about what they see, using a wide vocabulary
- Begin to make sense of their own life-story and family's history

Reception

- Talk about what they see, using a wide vocabulary
- Begin to make sense of their own life-story and family's history
- Talk about members of their immediate family and community
- Name and describe people who are familiar to them

Nursery

- Begin to make sense of their own life-story and family's history
- Explore and talk about different forces they can feel
- Talk about the differences between materials and changes they notice
- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos

Reception

- Compare and contrast characters from stories, including figures from the past
- Draw information from a simple map
- Recognise that people have different beliefs and celebrations
- Explore the natural world around them
- Recognise some similarities and differences between life in this country and others
- Recognise some environments that are different to the one in which they live

Nursery

- Planting seeds and caring for plants
- Life cycles of plants and animals
- Caring for the natural world
- Explore forces
- Explore different countries and their differences
- Develop positive attitudes towards different people

Reception

Past and Present Early Learning Goal (ELG)

- Lives of peoples and roles in society
- Know the difference between past and present People,

Culture and Communities Early Learning Goal (ELG)

- Describe immediate environment
- Know differences between different cultural communities, countries and religions

The Natural World Early Learning Goal (ELG)

- Explore, observe and draw animals and plants
- Understand the seasons and change of matter