

Nursery and Reception sequence of learning (Cycle B)

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Themes Cycle 2 | <u>The place where I live</u> | <u>Fire! Fire!</u> | <u>Penguins, possums and pigs</u> | <u>The farm shop</u> | <u>The Great Outdoors</u> | <u>Robots</u> |
| English focus books | <u>Stories by the Same Author</u> The Gruffalo The Gruffalo's Child | <u>Stories with Repetitive Patterns</u> We're Going on a Lion Hunt We're going on bear hunt | <u>Traditional Tales</u> Goldilocks and the three bears Lost and found | <u>Stories with familiar settings</u> <i>Mudpuddle farm</i> | <u>Animal adventure stories</u> The wind and the willows | <u>Stories with Fantasy Settings</u> No-Bot |
| 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 | |
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| Story time texts / assembly ideas | Circle time – express our feelings Tough guys have feelings too! (empathy) The super swooper dinosaur Specs for Rex I wish I had been born a unicorn – if only ... (difference) Social stories – comfort a friend | Colour monster – identify names and feelings Washing hands/keeping clean songs Social stories – following rules and making the right choice Seek help stories – playing with friends | Bubble trouble – resolving conflict Penguin and the pinecone – thinking of others Imaginary Fred – being a loyal friend I don't want to be a pea – friendship Too many carrots – selfish How to save a superhero | Harris the hero – helping others The ugly duckling – acceptance and change Lion and the mouse – boasting Can I tell you a secret? Trust Froggy who cannot swim - empathy | Goldilocks – empathy GRRRRRR-empathy taking turns Two little bears – friendship Can't you sleep little bear? – patience | Marmaduke the very different dragon – difference Have you seen elephant – friendship and feelings Rainbow fish – friendship |
| Personal, Social, Emotional Development (PSED) | <p style="text-align: center;"><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 • Select and use activities and resources, with help when needed <p style="text-align: center;"><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 style="text-align: center;"><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 style="text-align: center;"><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 style="text-align: center;"><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 • Talk about their feelings • Begin to understand how others might be feeling • Develop their sense of responsibility and membership of a community <p style="text-align: center;"><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 | |

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| <p>Activity ideas</p> | <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 – dragons, fire, London then and now, homes then and now</p> <p>Circle time/ talking time: family, community, people who help us (firefighters)</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> |
| <p>Communication and language (C and L)</p> | <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 | | | |

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| 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>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>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>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>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> <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 | | | |

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| <p>Possible Texts + ELS phonics scheme</p> | <p>Here we are On my way home The tiger who came to tea</p> | <p>Dear zoo The perfect pet How to hide a lion in school Monkey puzzle The Gruffalo Owl babies</p> | <p>Zog George and the dragon Samuel Squeak's diary Toby and the great fire of London</p> | <p>Prince Cinders Jim and the beanstalk Little Red Mixed up fairy tales Funny bones</p> | <p>Not now Bernard We're going on a bear hunt I want my hat back Goat donkey and the great outdoors</p> | <p>The lighthouse keepers lunch The storm whale Flotsom Sally and the limpet Welcome to the rock pool See what seal can do</p> |
| <p>Literacy</p> | <p><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><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><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><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><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><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 | |

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| White rose maths used as a starting point | Getting to know you Match, sort and compare Talk about measure and patterns | It's me 1,2,3 Circles and triangles 1,2,3,4,5 Shapes with 4 sides | Alive in 5 Mass and capacity Growing 6,7,8 | Length, height and time Building 9 and 20 Explore 3D shapes | To 20 and beyond How many now Manipulate, compose and decompose | Sharing and grouping Visualise, build and map Make connections |
| Maths | <p style="text-align: center;"><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 style="text-align: center;"><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 style="text-align: center;"><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 | |

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| <p>Skills and artists</p> | <p>Sketching: Self portraits Family pictures My home My school</p> | <p>Famous artist – Kandinsky – circles and triangles Sculptures- 3d structures of animals</p> | <p>Famous artist- Claude Monet – Spring https://www.playfullearning.com/resource/flower-print-scrape-painting/ 'Painting' with Plasticine (accessart.org.uk) Link to London</p> | <p>Famous artist Arcimboldi – food portraits</p> | <p>Paint: <i>Paint portraits of themselves and look at a range of different artists and styles.</i></p> | <p>Textiles: <i>Use weaving to create a pattern</i></p> |
| <p>Being imaginative and expressive</p> | <p><i>Explore and recreate sounds made by their bodies, the weather and animals.</i> The place where I live (Lancashire Suggestions)</p> | <p><i>Listen with concentration and understanding to a range of music</i> Carnival of the Animals Camille Saint-Saens</p> | <p>Use voices expressively - singing songs, speaking chants and rhymes London's Burning in a round</p> | <p>Rehearse and perform with others, starting and finishing together and keeping a steady pulse</p> | <p>Experimenting with and creating musical patterns Robot Music (Lancashire Suggestions)</p> | <p><i>Use voices expressively and creatively by singing a range of songs</i> Sun, sea and song! BBC Radio</p> |
| <p>Expressive Arts and Design (EAD)</p> | <p><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><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><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><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><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><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 | |

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| <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>Events beyond living memory- including the Great Fire of London.</p> <p>Who was the King?</p> <p>London in the past- compare</p> <p>When have I visited a big city?</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>Events beyond living memory- compare the seaside now and then.</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>Ducklings?</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