

Cycle 1	Autumn Term I	Spring Term I	Summer Term I
Topic	Look at me!	Who Helps us?	Down on the farm
Intent	Me, how I'm the same and different to my friends, My family, My house	People who help us at home and school. People who help in the wider community.	Farm animals, buildings, machines, farms around the world
Key Question	Who am i?	Who can help me?	What will you find on the farm?
Subject Outlines	<p><b>Key Dates/Events:</b> Parent visit, stay and play sessions/ story time</p> <p><b>Topic Driver-</b>Understanding of the World/personal and social</p> <p><b>Literacy-RWI,</b> Listens to and joins in with stories, (30-50) holds a book and turns pages, (30-50) gives meaning to the marks they make (30-50) Hear and says initial sounds in words (40-60) Links sounds to letters (40-60) Gives meaning to the marks they make (40-60) uses some clearly identifiable letters in their writing (40-60)</p> <p><b>Communication &amp; Language</b>-shows interest in song (30-50) listens to others in small groups (30-50) focussing attention (30-50) responds to instructions (30-50) builds up vocabulary that reflects the breadth of their experience (30-50) Maintains attention (40-60)Extends vocabulary by adding and grouping new words (40-60)</p> <p><b>Maths</b>-Discuss their house door number, uses some number names accurately in play, (30-50) uses different shapes in their play (30-50) shows awareness of shape in the environment (30-50) recites numbers in sequence (30-50) uses number lanes in their play (30-50) recognises numbers of personal significance (40-60) Recognises numerals 1-5 (40-60) selects a named shape (40-60)uses mathematical vocabulary about 2d shapes can describe their position (40-60)</p> <p><b>PSED</b>-separates from carer with support (30-50) can play in a group (30-50), awareness of nursery rules and routines, Initiates conversation (40-60) confident to speak to others about needs and wants (40-60) understands that their actions affect others (40-60)</p> <p><b>Physical Development</b>-uses one handed equipment with some control, (30-50) can manage own hygiene, (30-50) experiments with different ways of moving (40-60) jumps off an objects and lands appropriately (40-60) begins to form recognisable letters (40-60) understands that equipment has to be used safely (30-50) usually dry and clean in the day (40-60) shows understanding of the need for safety when handling equipment (40-60)</p> <p><b>Understanding the World</b>-Talk about own homes, enjoys playing with small world toys, (30-50) notices features of their own environment, (30-50) remembers and talks about significant experiences in their lives (30-50) knows things that make them unique (30-50)</p> <p><b>Expressive Arts &amp; Design</b>-joins in with familiar songs (30-50) -shows an interest in how instruments sound (30-50) -beginning to make believe by pretending (30-50) knows information can be retrieved from a computer (30-50) Begins to build a repertoire of songs and cancel (40-60) explores what happens when they mix colours (40-60) manipulates materials to achieve an effect (40-60)</p> <p><b>Additional seasonal themes</b>-Harvest, Autumn</p>	<p><b>Key Dates/Events:</b> Valentines Disco, visits in from different professions that help us</p> <p><b>Topic Driver:</b> Personal and social/Communication and Language</p> <p><b>Literacy</b> -shows awareness of rhyme, (30-50) recognises rhythm in spoken words, (30-50) suggests how a story might end, (30-50) describes main story settings (30-50) uses vocabulary that are influenced by experiences of books (40-60) Attempts to write short sentences (40-60)</p> <p><b>Communication &amp; Language</b>-focusses attention, (30-50) talk about how and why things happen, (30-50) uses vocabulary about things that are important to them, (30-50) listen to stories and anticipate key events (40-60) listens to and responds to ideas expressed by others (40-60) listen to others showing an awareness of listeners need (ELG)</p> <p><b>Maths</b>-compares groups of objects saying more, (30-50) less the same, separates a group of objects in different ways, (30-50) shows an interest in representing numbers, (30-50) use positional language, (30-50) orders items by size (40-60) estimates how many objects (40-60) uses language of more and fewer to compare groups of objects (40-60) in practical activities beginning to use the language of addition (40-60) uses familiar objects to create a pattern (40-60)</p> <p><b>PSED</b>-can play in a group and keep the play going, (30-50) carry out small tasks (30-50) explains own knowledge and understanding and asks appropriate questions of others (40-60) can describe self in positive terms (40-60) aware of boundaries set (40-60) negotiates problems without aggression (40-60) children play co-operatively (ELG)</p> <p><b>Physical Development</b>-practice balancing, (30-50) catch a large ball (30-50) shows increasing control over an object (40-60) handle tools and equipment safely (ELG)</p> <p><b>Understanding the World</b>-talks about different people in school and at home that help us show interest in different careers and occupations (30-50) talk about the features of their own environment (ELG)</p> <p><b>Expressive Arts &amp; Design</b>-dance to music, (30-50) construct using different blocks and tools, (30-50) sing familiar songs (30-50) selects appropriate resources and adapts work where necessary (40-60) experiment with ways of changing familiar songs (ELG)</p> <p><b>Additional seasonal themes</b>-New Year, Chinese New Year, Valentine's Day, Pancake Day</p>	<p><b>Key Dates/Events</b>-Farm trip, Gardening week</p> <p><b>Topic Driver:</b> Understanding of the World</p> <p><b>Literacy</b> -enjoys a range of books, (30-50) links sounds to letters, (30-50) writes own name (30-50) read some common irregular words (ELG) Write simple sentences that can be read by themselves and others (ELG)</p> <p><b>Communication &amp; Language</b>-uses vocabulary linked with experiences, (30-50) introduces a storyline into their play (30-50) give their attention to what others say and respond appropriately (ELG) able to follow a story without props (40-60) Answer how and why questions (ELG) Uses talk to organise and clarify thinking (40-60) develop own narratives (ELG)</p> <p><b>Maths</b>-recognise numerals 1-5, (40-60) links numbers to groups of objects (30-50) uses vocabulary associated with addition and subtraction (40-60) records using marks they can explain (40-60) using quantities and objects they add and subtract single numbers (ELG) Explore characteristics of shapes (ELG)</p> <p><b>PSED</b>-aware of boundaries in nursery, (30-50) be kind to others (30-50) initiates conversation with others and takes accounts of what others say (40-60) express own preferences (30-50) confident to speak to others about own needs and wants (40-60) choose resources they need for an activity (ELG) Adjust their behaviour to different situations (ELG)</p> <p><b>Physical Development</b>-use simple tools, (30-50) Draws lines and circles (30-50) ELG writes letters, (40-60) moves in different ways (30-50) eats a range of healthy food stiffs (40-60) 40-60) Know the importance of physical exercise and a healthy diet (ELG)</p> <p><b>Understanding the World</b>-shows care for living things (30-50) Talk about things they have observed (30-50) Talk about how environments might vary from one another (ELG)</p> <p><b>Expressive Arts &amp; Design</b>-use a narrative in play, (30-50) choose colour for a purpose (30-50) select and use resources (40-60) experiment with colour design and texture (ELG) capture experiences with arrange of media (40-60) represent ideas through different media (ELG)</p> <p><b>Additional seasonal themes</b>-</p>

	Autumn Term 2	Spring Term 2	Summer Term 2
Topic	Once Upon a Time-	Watch this Grow	We're going on a summer holiday
Intent	Favourite stories, be familiar with traditional tales	Spring bulbs, flowers, new life, tadpoles, animals, spring, Easter	talk about own holidays, how travel, what we need to take, postcards-home, seaside, under the sea, sports day picnic
Key Question	Can we talk about the books we have read?	What happens during Spring?	What do you need to do to go on holiday?
Subject Outlines	<p><b>Key Dates/Events:</b> Library visit  <b>Topic Driver:</b> Art/Literacy</p> <p><b>Literacy</b>-Joins in with repeated refrains and anticipates key events, (30-50) sometimes gives meaning to the marks they make (30-50) can segment the sounds in simple words and begins to blend them together (40-60) writes own name and other labels (40-60)</p> <p><b>Communication &amp; Language</b>-able to follow directions-if not focused on own activity, (30-50) developing an understanding of simple concepts e.g. big/little, (30-50) uses a variety of questions (30-50) two channelled attention (40-60) responds to instructions (40-60) uses language to imagine and recreate roles and experiences (40-60) introduces a storyline into their play (40-60)</p> <p><b>Maths</b>-counts out objects from a group(30-50), develops touch counting accuracy, (30-50) recites numbers to 10,(30-50) uses language of size (30-50)counts to 10 and begins to count beyond 10 (40-60) counts an irregular arrangement of up to 10 objects (40-60) orders 2 or 3 items by weight or capacity (40-60) orders and sequences familiar events (40-60)</p> <p><b>PSED</b>-begins to form friendships, (30-50) awareness of the feelings of others, (30-50) talks about home and community (30-50) initiates conversation, takes amount of what others say (40-60) takes steps to resolve conflicts(40-60)</p> <p><b>Physical Development</b> -draws simple shapes such as circles and lines, (30-50) runs, negotiating obstacles, (30-50) helps with clothing, (30-50)uses one handed tools (30-50) negotiates space successfully (40-60) travels with confidence and skill around, under and over equipment (40-60)uses a pencil and holds it effectively (40-60) shows understanding of how to transport equipment safely (40-60)</p> <p><b>Understanding the World</b>-enjoys role play games, (30-50) talks about special celebrations, (30-50)notices changes in their own environment (30-50) Can complete a simple ICT program. (40-60) Know about differences between themselves and others and traditions (ELG)</p> <p><b>Expressive Arts &amp; Design</b>-art work for peoples theatre, Christmas craft and songs Beginning to construct using blocks, making enclosures (30-50) understands they can use lines to enclose a space (30-50) experiments to create textures (40-60) constructs with purpose in mind (40-60) selects appropriate resources (40-60) plays alongside others engaged in the same themes (40-60)</p> <p><b>Additional seasonal themes</b>-Bonfire night, Halloween, Christmas, pantomime</p>	<p><b>Key Dates/Events:</b> World Book Day, Mother's Day Lunch, visits in around planting  <b>Topic Driver:</b> Understanding of the World</p> <p><b>Literacy</b> -be aware of how stories are structures and how they might end, (30-50) talks about the marks they make, (30-50) writes letters from their name (40-60)enjoys an increasing range of books (40-60) use phonic knowledge to decode regular words (ELG) use phonic knowledge to write words that match their spoken sounds (ELG)</p> <p><b>Communication &amp; Language</b>-join in with repeated phrases in a story, (30-50) be aware of prepositions (30-50) responds to simple instructions 30-50) Give attention to what others say (ELG) Follow several instructions (ELG) Use past, present and future forms when talking about events that have happened (ELG)</p> <p><b>Maths</b>-show an interest in shape, (30-50) recite numbers to 10,(30-50) begin to recognise numerals, (40-60) make comparisons between quantities (40-60) record using marks they can explain (40-60) find 1 more or less than a group of objects to 5, then 10 (40-60) orders 2 or 3 items by height and length (40-60)Count reliably with numbers from 1-20 (ELG) Recognise and describe patterns (ELG)</p> <p><b>PSED</b>-keeps play going by responding to what others say (30-50)say why they like some activities more than others (40-60) beginning to negotiate problems without aggression (40-60) adjust their behave to different situation (ELG)form positive relationships with adults and children (ELG)</p> <p><b>Physical Development</b>- (practise fine motor control to help with pencil grip, uses one handed tools and equipment (30-50) holds pencil near point between first 2 fingers and thumb (30-50) holds pencil effectively (40-60) handle tools and equipment effectively (ELG), helps with clothing, (30-50) practises some appropriate safety measures (40-60) Manage own basic hygiene (ELG)</p> <p><b>Understanding the World</b>-shows care and concern for things in the environment (30-50) Looks closely at similarities difference and chance(40-60) Talk about features of their own environment (ELG) recognise that technology is used in a variety of place (ELG)</p> <p><b>Expressive Arts &amp; Design</b>-talk about different textures, (30-50) use props to create imaginative role play (30-50) uses simple tools effectively (40-60) explore a variety of materials (ELG) chooses particular colours for a purpose (40-60) plays co-operatively s part of a group (40-60)</p> <p><b>Additional seasonal themes</b>-Spring, Easter</p>	<p><b>Key Dates/Events:</b> : Father's Day lunch , Sports day , Summer Fair, Transition Day , Beach trip/Aquarium</p> <p><b>Topic Driver:</b> Understanding of the World/Maths</p> <p><b>Literacy</b> -has favourite stories (30-50) link sounds to letters (40-760)hear initial sounds in words (40-60) ELG</p> <p><b>Communication &amp; Language</b>-use vocabulary linked to growing and planting is able to follow directions (30-50) two channelled attention (40-60) ELG</p> <p><b>Maths</b>-order items by length(40-60), use non-standard units of measure (40-60) ELG</p> <p><b>PSED</b>-ask questions about things they have seen (30-50)(ELG)</p> <p><b>Physical Development</b>-sports day</p> <p><b>Understanding the World</b>-talk about change and growing (ELG)</p> <p><b>Expressive Arts &amp; Design</b>-Explore how instruments can be played-drumming (ELG)</p> <p><b>Additional seasonal themes</b>-Summer</p>