

Year N/ R Cycle A – 2021 -2022						
Values / Themes/ Trips and visitors	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Respect • Families • Nocturnal animals • Bears • Day and Night • Houses/homes	Hopefulness Families • Houses/homes • Building • Measuring • Wolves	Kindness Jungle • Crocodiles • Caves • Journeys • Habitats • Camouflage • Friendships	Courage Boats • Travel • The Sea/sea creatures • Pirates • Families • Treasure • Maps/flags	Integrity Dinosaurs • Jungle • Telling the truth • Families • Games	Curiosity • Seaside • Seas/ivers • Weather • Transport • Toys • Special things • Family tree
Phonics Little Wandle Letters and Sounds Scheme	-Recap Phase 2 -Start Phase 3 – Blending/segmenting -Digraphs -Writing Captions -Labelling -Phase 2 tricky words. -Start some phase 3 tricky words.		-Continue Phase 3 - Phase 3 tricky words continued -Extending captions to simple sentences	-Continuing to consolidate Phase 3. -Work on writing a simple sentence – Extending sentences in Summer 2. -Start phase 4 – couple of sounds to challenge. -Adjectives – Connectives 'and', 'so', 'but' -Writing short stories		
PSED	Keeping/ Staying Safe Road Safety Computer Safety Online Bullying • Image Sharing	Keeping/ Staying Healthy Healthy Eating Washing Hands Brushing Teeth Hazard Watch Is it safe to eat or drink? Is it safe to play with?	Relationships Bullying • Friendship • Body Language •	Being Responsible Water Spillage • Practice Makes Perfect Helping Someone in Need •	Feelings and Emotions Jealousy • Anger • Worry	Our World Growing in Our World • Living in Our World
English	Peace at Last by Jill Murphy Outcomes Nursery - To join in with key events and phrases in a	The Three Little Pigs by Mara Alperin Outcomes Nursery – To create a representation of a favourite	Let's all Creep through Crocodile Creek by Jonny Lambert Outcomes	The Pirates are Coming! by John Condon Outcomes Nursery – To sequence images	Gigantosaurus by Jonny Duddle Outcomes Nursery – To draw/paint/make an imaginary dinosaur	The See Saw by Tom Percival Outcomes Nursery – To sequence images depicting

	<p>retelling of the story</p> <p>Reception - To orally retell the story. To draw images and write labels to represent the story</p>	<p>character in the story. To say which character it is and express some information about the character</p> <p>Reception - To label a plan and attempt to write a simple caption</p>	<p>Nursery – To draw/make a crocodile and be able to describe some of its features to a familiar adult.</p> <p>Reception - To create a story map of the journey and write labels/captions/ sentences describing the crocodiles</p>	<p>depicting key events in the story and use the images to retell the basic storyline.</p> <p>Reception - To write a letter from the point of view of Tom to his mother, describing what he has learned about pirate ships</p>	<p>individually or in a small group. To be able to contribute orally to a short story about their dinosaur.</p> <p>Reception - To rewrite the story</p>	<p>key events in the story and use the images. To retell the basic storyline</p> <p>Reception - To rewrite the story</p>
	<p>A bundle of rhymes! by Mother Goose</p> <p>Outcome - Recite rhymes and use them to build a narrative</p>	<p>Creepy Crawly by Anon & Busy Bugs by James Carter</p> <p>Outcome – Class performance poem</p>	<p>Into the Pond! When Daddy Fell into the Pond by Alfred Noyes. I promise I'll be careful by The Literacy Company</p> <p>Outcome - Caption or simple sentence for a class poem</p>	<p>The Farmyard by A. A. Attwood Rosie's Walk by Pat Hutchins Wriggle and Roar by Julia Donaldson Farmer Duck by Martin Waddell</p> <p>Outcome - Class poem to be performed for an audience</p>	<p>Behold by Mary Kawena Pukui Look! by Grace Nichols</p> <p>Outcome - A class observation poem</p>	<p>Eat Your Peas, Louise! by Pegeen Snow & Dinner-time Rhyme by June Crebbin</p> <p>Outcome – Class poem</p>
Communication and Language	<p>Children in reception Understand how to listen carefully and why listening is important Use new vocabulary throughout the day Describe events in some detail Begin to use talk to help work out problems and organize thinking and activities Begin to articulate their ideas and thought in well-formed sentences Learn rhymes poems and songs Listen carefully to rhyme and songs paying attention to how they sound</p>					
	<p>3- and 4-year-olds Know many rhymes Use a wider range of</p>	<p>3- and 4-year-olds Enjoy listening to longer stories Use longer sentences of four to six words Know</p>	<p>3- and 4-year-olds Know many rhymes, be able to talk about familiar books Can start a</p>	<p>3- and 4-year-olds Enjoy listening to longer stories and can remember much of what</p>	<p>3- and 4-year-olds Know many rhymes, be able to talk about familiar books, and be able to tell a long story</p>	<p>3- and 4-year-olds Know many rhymes, be able to talk about familiar books,</p>

	<p>vocabulary Can start a conversation with an adult or a friend</p> <p>Children in reception Engage in storytimes Understand how to listen carefully and why listening is important Learn new vocabulary Develop social phrases Engage in non-fiction books Listen carefully to rhymes paying attention to how they sound</p>	<p>many rhymes Use a wider range of vocabulary Can start a conversation with an adult or a friend</p> <p>Children in reception Listen to and talk about stories to build familiarity and understanding Understand how to listen carefully and why listening is important Learn new vocabulary Engage in storytimes Engage in non-fiction books.</p>	<p>conversation with an adult or a friend and continue it for many turns.</p> <p>Children in reception Use new vocabulary through the day Articulate their ideas and thoughts Describe events in some detail Listen to and talk about stories to build familiarity and understanding Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</p>	<p>happens Develop their communication (irregular tenses and plurals) Sing a large repertoire of songs (check unit for opportunities)</p> <p>Children in reception Use new vocabulary through the day Articulate their ideas and thoughts Describe events in some detail Listen to and talk about stories to build familiarity and understanding Connect one idea or action to another using a range of connectives Learn rhymes, poems and songs</p>	<p>Understand 'why' questions 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 Understand a question or instruction that has two parts Use talk to organise themselves and their play.</p> <p>Children in reception Articulate their ideas and thoughts in well-formed sentences Use new vocabulary in different contexts Ask questions to find out more and to check they understand what has been said to them Use talk to help work out problems and organise thinking and activities Explain how things work and why they might happen Connect one idea or action to another using a range of connectives Retell the story, once they have developed a deep familiarity with the text; some as exact repetition</p>	<p>and be able to tell a long story Understand 'why' questions 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 Understand a question or instruction that has two parts Use talk to organise themselves and their play.</p> <p>Children in reception Use new vocabulary in different contexts Ask questions to find out more and to check they understand what has been said to them Connect one idea or action to another using a range of connectives Retell the story, once they have developed a</p>
--	--	---	--	---	--	---

										deep familiarity with the text; some as exact repetition and some in their own words.
Maths 3 – 4-Year-Olds	Weeks 1 – 3 How much, how many?	Weeks 3-6 Me and you, One, two.	Weeks 7 – 9 Lots more, let's explore!	Weeks 10-12 All change or stay the same.	Weeks 1 – 3 Five alive!	Weeks 3-6 How many more?.	Weeks 7 – 9 How many now?	Weeks 10-12 Numbers aloud	Weeks 1-6 Inside outside number fun	Weeks 7-12 Everyday number explorers
Maths Reception	Weeks 1 – 3 How much, how many?	Weeks 3-6 All about me, 1,2,3!	Weeks 7 – 9 4 & 5, Jump and Jive	Weeks 10-12 Pick and Mix, Number 6!	Weeks 1 – 3 7 & 8, On a Plate	Weeks 3-6 Team 9 & 10	Weeks 7 – 9 1 to 10, All Again	Weeks 10-12 Twenty Plenty!	Weeks 1-6 Write & Remember Arithmetic	Weeks 7-12 Maths Explorers & Pattern Finders
Understanding the world & Technology	Look at shadows and investigate light and dark with torches • Identify loud and quiet noises • Go on a listening walk and identify sounds and describe them. Draw children's attention to any animal noises that they can hear. Are the animal noises they hear in the day different to the ones they hear at night? • Discuss why we need		Celebrations – Diwali, Bonfire Night, Christmas The Three Little Pigs houses – Past and present – Explore how their houses are different.		Look at a maps and identify places in the UK that are near the sea. Look at a seaside town close by and identify features of a seaside town. Children to Create a pirate map based on our topic story. Look at a contrasting seaside town in the Caribbean and make comparisons between a seaside towns in the UK to a seaside town abroad.			Create a time capsule of modern-day treasure/special things – bury it for other children to find in years to come • Freeze dinosaurs in balloons for the pupils to investigate – frozen dinosaur eggs! • Take a trip to a museum with a dinosaur exhibit • Become green screen dinosaur experts • Make mini volcano eruptions using Coca Cola and Mentos • Play dinosaur games on PBS KIDS (click Dinosaur Games under 'more topics') • Use Kiddle (pupil's		Look at a map of the UK and cities, towns, villages near the sea, inland or on islands of the UK • Consider asking a grandparent or friend of the school in to talk to the pupils about the types of toys they played with as a child • Investigate what sort of telephones people used before they had mobiles •

	sleep. What else do we need to be healthy? • What is a cuckoo clock? • Make comparisons between the bear's family and the pupils's family				search engine) to allow children to research their favourite dinosaurs	Investigate the seasons • Find out more about oceans, rivers, lakes, streams • Investigate what materials float/sink • Visit a beach!
Reception (2021-2022) Science	Year Long Observation – Weather 'Whatever the Weather'					
	'Light Magic' Shadows/ Light and dark/ Nocturnal Animals	'Frozen' Materials	'Dough Babies' Animal Habitats	'Pirates' Habitats – The Sea Floating and sinking	'Dinosaurs' Rocks and dinosaur fossils	'Supehero Materials' Playground – Up and down/ fast and slow
Reception (2022-2023) Science						
	'Gingerbread Man' Materials and Changes	'Into the Woods' Mini Beast and Habitats	'Pond Dipping' * Pond Life	'Farmyard Unit' * Animals that live in caves Floating and sinking Shadows	'Sound Collectors' – Commotion in the Ocean (Music) Sea Creatures and their habitats	'Potting Shed' Healthy Eating

Expressive Arts and Design	<p>Make night and day pictures</p> <ul style="list-style-type: none"> • Junk model Mr. Bear's house, their own house and houses from around the world • Make a patchwork quilt like the one on Baby Bear's bed using different art media • Use musical instruments to create noises that might keep Mr. Bear awake at night • Learn some lullabies – Rock-aBye Baby, Hush Little Baby and accompany with appropriate percussion instruments • Make masks of the characters for use in role-play <p>Learn some lullabies – Rock-aBye Baby, Hush Little Baby and accompany with appropriate percussion instruments</p>		<p>Create a boat and under the sea/beach pictures.</p> <p>Create a pirates map.</p>		<ul style="list-style-type: none"> • Create a dinosaur den in the role play area • Use small world play – small stones and egg box volcanoes • Block play/junk modelling – make a dinosaur world • Create dinosaur skeletons using black card and white straws • Create dinosaurs with half a paper plate and kitchen rolls for legs • Make dinosaur heads using an egg box • Make a plasticine dinosaur and add pasta shape 'spikes' <p>Learn and sing songs about dinosaurs – Dinosaur, dinosaur turn around; A dinosaur went stomping one day.</p> <p>Add musical accompaniment to box the sounds dinosaurs make and rhymes</p> <ul style="list-style-type: none"> • Provide resources for the pupils to consider what they could make for a teddy so that a child would not lose him • Create a lost property box with lost property found in school • Make a jointed teddy bear from card and split pins <p>Listen to storm at sea music contrasting with calm sea music – expressive dance/movement</p> <ul style="list-style-type: none"> • Experiment with percussion instruments to accompany the expressive dance 	
Music (2021-202)	Space Story	Disney	Africa!	Lost in the Museum	Holst – The Planets	Oh I do like to be beside the Seaside!
Music (2022-2023)	Dreamworks – Trolls the Movie	Sounds of the night	London's Burning	Songs that won the war!	Beat Box/ Rap/ Jazz	
F6 Which Stories are special and why? Linked to stories and R.E learning throughout the year.						

Religious Education	F4- Being special. Where do I belong?	F2-Why is Christmas special to Christians?	F5- Which places are special and why? Focus on Judaism and Christianity.	F3 Why is Easter so special to Christians? (Continued also after half term to reflect)	F6- Which stories are special and why? Multi-cultural	F1- Why is to word God so important to Christians?
Physical Development	Multi Skills Travelling Uni-Hoc	Gymnastics Yoga Dance	Alternative Sports Boccia New Age Kurling	Multi Skills Rolling & Throwing OAA	Multi Skills Receiving Athletics	Multi Skills Kicking Multi Skills Striking