

Nursery/ Reception	Term 1 and 2 How we express ourselves	Term 3 Who we are	Term 4 Where we are in place and time	Term 5 and 6 How the world works
Cycle A 2020/2021	An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic	An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; rights and responsibilities; what it means to be human	An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between, and the interconnectedness of, individuals and civilizations from local and global perspectives.	An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.
	CI: Play extends ideas, develops creativity and encourages communication	CI: Personal characteristics, interests and abilities influence our ever changing identity.	CI: Documenting personal histories allows us to reflect on and celebrate who we are and where we have come from.	CI: The natural world has observable and measurable patterns
	Lol: * Communication helps us play with others * We play in lots of different ways * Play helps us be creative	Lol: * Things we can do * Things we like * Everyone is unique	Lol: * Ways of documenting personal history * Personal change from birth to present * Influence of past experiences	Lol: * Lifecycles * Weather * Seasonal changes
	Key Concepts focus: * Form * Perspective * Connection Related concept focus: * Play * Communication * Creativity	Key Concepts focus: * Perspective * Change * Connection Related concept focus: * Identity * Interest * Ability	Key Concepts focus: * Causation * Change * Perspective Related concept focus: * Celebration * Experience	Key Concepts focus: * Change * Causation * Function Related concept focus: * Cycles

Nursery/ Reception	Term 1 and 2 Who we are	Term 3 and 4 How we organise ourselves	Term 5 Sharing our planet	Term 6 How we express ourselves
Cycle B 2021/2022	CI: Relationships with others influence people's lives in many ways	CI: Signs and symbols help people interact with the world	CI: People's choices can affect other people, plants and animals	CI: Self-expression allows us to communicate our feelings and ideas
	LoI: * People in my family * Making new friends * Role of teachers	LoI: * Communication signs * Symbols * Reasons for signs & symbols	LoI: * People * Plants * Animals	LoI: * Expression through stories * Different ways we can be creative * Feelings and ideas about transition
	Key Concepts focus: * Form * Connection * Causation Related concept focus: <ul style="list-style-type: none"> ● Family ● Teamwork ● Choices 	Key Concepts focus: * Form * Causation * Function Related concept focus: <ul style="list-style-type: none"> ● Communication ● Expression 	Key Concepts focus: * Form * Causation * Responsibility Related concept focus: <ul style="list-style-type: none"> ● Animals ● Plants ● Growth ● Adaption 	Key Concepts focus: * Connection * Perspective * Change Related concept focus: <ul style="list-style-type: none"> ● Creativity ● Expression ● Communication
C&L Nursery Reception	Start a conversation with an adult or a friend and continue it for many turns. Learn new vocabulary.	Use talk to organise themselves and their play: "Let's go on a bus...you sit there... I'll be the driver." Use new vocabulary throughout the day.	Understand 'why' questions, like "Why do you think the caterpillar got so fat?" Use new vocabulary in different contexts.	Use a wider range of vocabulary Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.
PSED	Develop their sense of responsibility and membership of a community. Build constructive and respectful relationships.	Be increasingly independent in meeting their own care needs eg. brushing teeth, using the toilet, washing and drying their hands thoroughly. Know and talk about the	Make healthy choices about food, drink, activity and toothbrushing. Think about the perspectives of others.	Show more confidence in new social situations. Express their feelings and consider the feelings of others

		different factors that support their overall health and wellbeing, including being a safe pedestrian		
PD	<p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills</p> <p>Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing</p>	<p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>Develop overall body strength, coordination, balance and agility. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p>	<p>Use one handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p>	<p>Start taking part in some group activities which they make up for themselves, or in teams.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group</p>
Literacy	<p>Family drawings Family drawings Name writing</p>	<p>Mark making - signs Word writing - signs</p>	<p>Initial sounds Sentence writing - posters</p>	<p>Writing - name writing Extended writing - stories/about me</p>
Maths	<p>Number, shape, colour.</p> <p><u>Maths plan</u></p>	<p>Puzzles</p> <p>Shapes Directional language</p>	<p>Notice different patterns - animal prints</p> <p>Compare length, weight, capacity</p>	<p>Begin to describe a sequence of events real or fictional, using words such as 'first', 'then...'</p> <p>Continue, copy and create repeating patterns</p>

<p>UTW</p>	<p>Continue developing positive attitudes about the differences between people</p> <p>Talk about past and present events in their own lives and in the lives of family members.</p>	<p>Show interest in different occupations.</p> <p>Talk about the features of their own immediate environment</p>	<p>Plant seeds and care for growing plants.</p> <p>Understand the key features of the life cycle of a plant and an animal.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Make observations of animals and plants and explain why some things occur, and talk about changes.</p>	<p>Talk about what they see, using a wide vocabulary.</p> <p>Speculate on why things happen and how things work.</p>
<p>EAD</p>	<p>Begin to make sense of their own life story and families history</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Develop storylines in their pretend play.</p>	<p>Show interest in different occupations.</p>	<p>Plant seeds and care for growing plants.</p>	<p>Continue developing positive attitudes about the differences between people.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p>
<p>Enhancing Opportunities</p>	<p>Family photographs Home corner Family photographs Home corner</p>	<p>Environmental walks around school Local environment walks</p>	<p>Planting seeds / growing Caterpillars</p>	<p>School field / woodland area trip. Park trip</p>