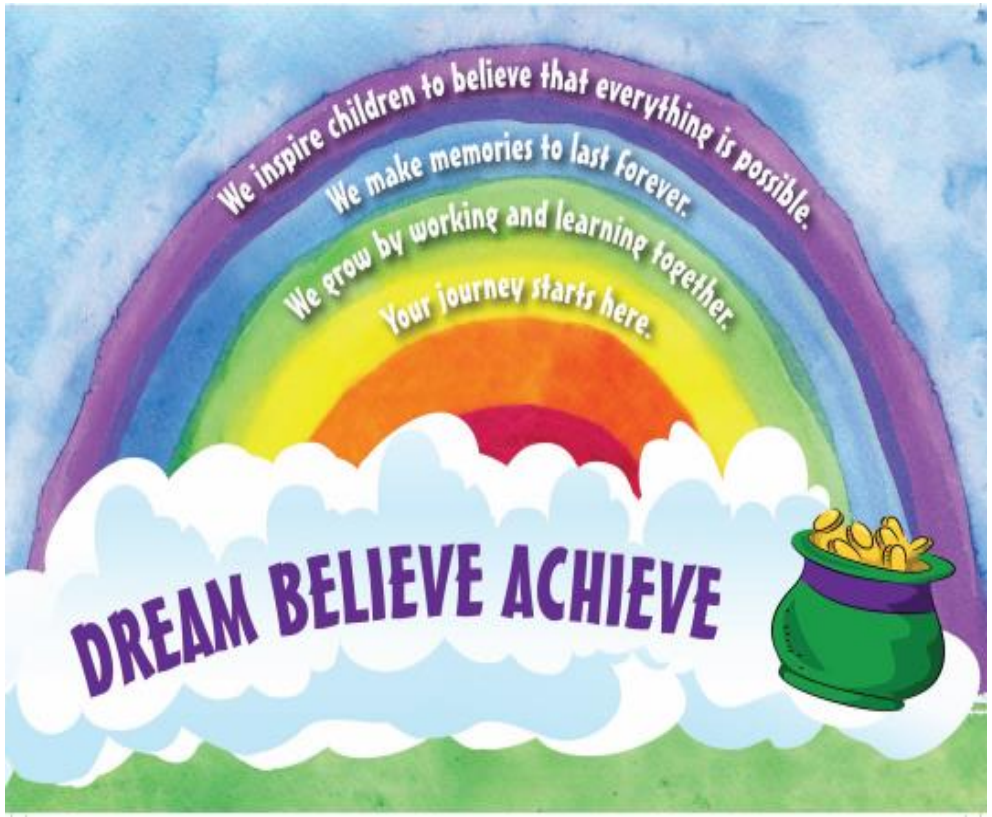
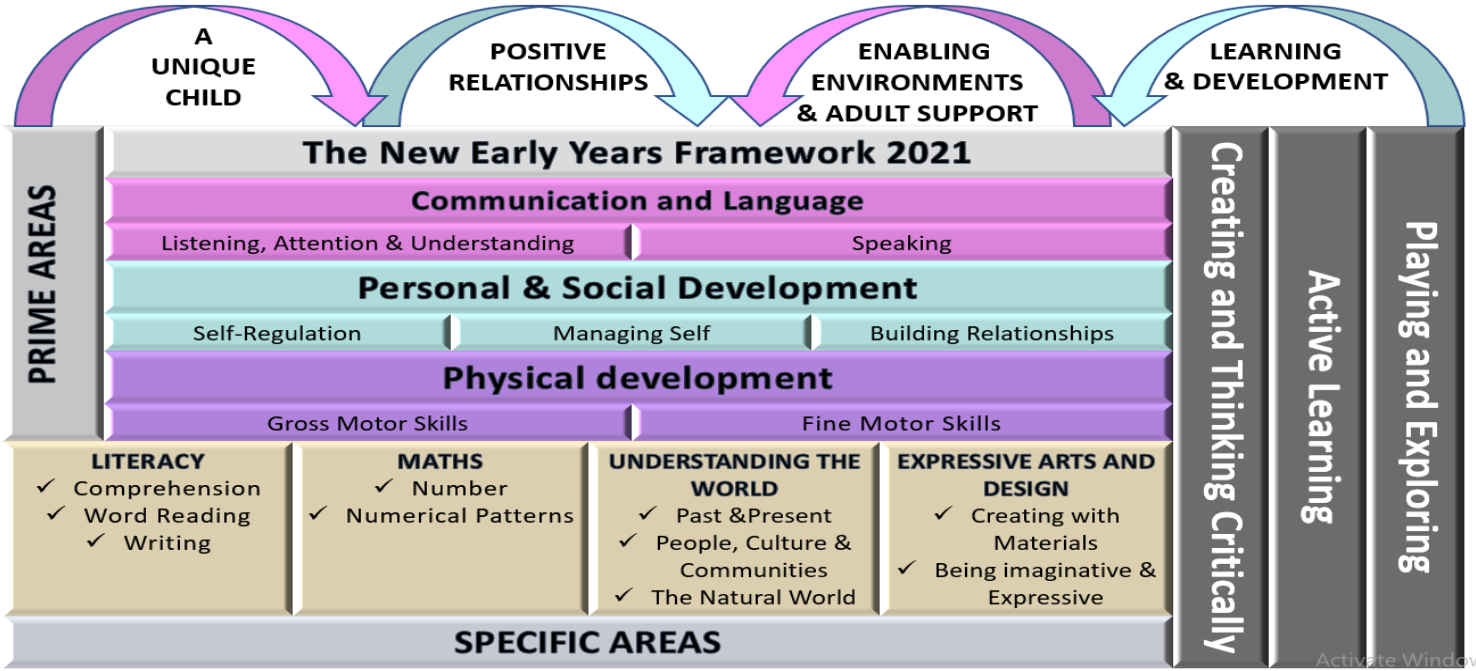
Nursery Long Term Plan 22-23

"At walverden, we aim to 'Make Learning exciting'. This runs through everything we do, from lessons, our learning environment both indoors and outdoors to visits and visitors. Our school is an amazing place to be and the staff and children are all very proud to be part of walverden!

Children feel valued and loved in school and staff pride themselves on building strong relationships with both parents/carers and children. We teach literacy and maths to a high standard and children make excellent progress throughout the EYFS. We treat every child as an individual and are committed to the development of the 'whole child'. We want children to enter KS1 happy, self-assured, independent learners with a thirst to learn and the confidence to know that they can do anything they want to do and that we will support them on their journey"
The EYFS Team at walverden





	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes **NB: *These themes may be adapted at various points to allow for children's interests to flow through the provision*** ***WELL-BEING & Behaviour For Learning***	**All About me!** Starting school / my new class / New Beginnings Superheroes People who help us / Careers Staying healthy / Food / Human body How have I changed? My family / PSED focus What am I good at? How do I make others feel? Being kind / staying safe/ We are all unique/Senses Weather/seasons	**Traditional tales** Celebrations- bonfire night/Diwali/Halloween/Advent/Christmas Library visits The Nativity Christmas Lists Letters to Father Christmas Baking	**Winter** Hibernation Bears Weather/seasons Chinese New Year	**Farm and Growing** Plants & Flowers Weather / seasons Planting seeds Mother's day Baking	**People who help** Fathers day	**Minibeasts** Life cycles Minibeast hunting , exploring and classifying
Possible Texts and 'old favourites'	Owl Babies The Rainbow Fish Funny Bones The Big Book of Families My Dad is brilliant My Mum is fantastic Room on the Broom – Halloween Nursery rhyme books	Goldilocks and the Three Bears Little Red Riding Hood The Christmas story The Stick Man Non fiction books about different celebrations Nursery rhyme books	Brown bear, Brown Bear The Gruffalo The Gingerbread Man The Gruffalos child Hibernation Non fiction books about seasons Nursery rhyme books	The Three Billy Goats Jack and the Beanstalk The enormous turnip The little red hen The three little pigs The Tiny Seed Oliver's Vegetables Jack and the Beanstalk Jasper's Beanstalk 10 seeds Non fiction books about farm animals, plants and growing Nursery rhyme books	What the Ladybird Heard Billy's bucket The Train ride Police officer Fire fighter Dentist trip Alans big scary teeth Topsy and Tim style books Non fiction books about people who help and different jobs Nursery rhyme books	The Very Hungry Caterpillar The Bad Tempered Ladybird The Busy Spider Caterpillar munching Going to School books Non fiction books about minibeasts Nursery rhyme books
'Wow' moments / Enrichment Weeks	Autumn Trail Remembrance Day Harvest Time Roald Dahl Day Trip to park Now Press Play (virtual story)	Bonfire night Nativity Remembrance day Road Safety Children in Need Anti- Bullying Week Post a letter Christmas Trail Internet Safety Day Now Press Play	Trip to park Chinese New Year Now Press Play (virtual story)	Planting seeds Science Week Easter assembly Trip to Farm Egg hatching Now Press Play (virtual story)	Start of Ramadan Eid Visit from dentist, police, fire Now Press Play (virtual story)	Minibeast hunt Trip to park Minibeast man Butterfly growing Nursery graduation End of year celebration day Now Press Play (virtual story)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All About me!	Traditional Tales!	Winter!	Farming and growing!	People Who Help!	Minibeasts!

COEL

Characteristics of Effective Learning

Playing and exploring: - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning

Active learning: - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.

Creating and thinking critically: - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.

Over Arching Principles

Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured.

Positive Relationships: Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.

Enabling environments: Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.

Learning and Development: Children develop and learn at different rates (not in different ways as it stated 2017). We must be aware of children who need greater support than others.

PLAY: At Walverden School, we understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible and therefore , we are proud that our EYFS setting has an underlying ethos of 'Learning through play. PLAY is essential for children's development across all areas. Play builds on children's confidence as they learn to explore, to relate to others around them and develop relationships , set their own goals and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults.'. EYFS Team

We will ensure that all children learn and develop well and are kept healthy and safe at ALL times.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All About me!	Traditional Tales!	Winter	Farming and growing!	People Who Help!	Minibeasts!
LORIC	Introduction to LORIC Laura Leadership	Olly Organisation	Raj Resilience	Izzy Initiative	Charlie Communication	Character Formation
The Walverden Way Learning together Working together Growing together	It goes without saying that we want our children to reach their potential academically whilst here at Walverden. But education is about so much more than this. Values are the principles that guide our behaviour and thinking as a school. The values we want to instill in our children here at Walverden can be seen on our rainbow. Our school moto is 'dream, believe, achieve' as this encompasses what we do at Walverden in order to meet our vision. Our school prioritises relationships. We really care for each other as a staff team, for our children and our families Walverden is a lovely place to be. Our values are not just laminated on classroom walls, they permeate through everything we do and our behaviours as a team. You feel the ethos of our school the second you walk through the door. We prioritise the inner curriculum as much as the more easily recognisable outer curriculum. We want our children to leave us with academic intelligence, emotional intelligence and ethical intelligence.					

The symptom of an educated person is good character, which includes empathy, gratitude, courage, integrity, self-discipline and respect.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All About me!	Traditional Tales!	Winter!	Farming and growing!	People Who Help!	Minibeasts!
British values	**Rule of law** Class rules Good to be green School motto School values School rules	**Tolerance of culture, faith and others** Nativity Christmas/Diwali parent workshops Remembrance Sunday	Tolerance of culture, faith and others Chinese New Year Respectful relationships Resolving conflicts **Democracy** Book voting	**Mutual respect** Resolving conflicts Tolerance of culture, faith and others Easter	**Personal Responsibility** Recycling and sustainability Eco schools	Rule of law Mutual respect Tolerance Supporting transitions Nursery-Reception Reception-Year1
Assessment opportunities	In-house - Baseline data on entry WELLCOMM and DERBYSHIRE LANG BASELINE	Baseline analysis Pupil progress meetings Parents evening info EYFS team meetings In house moderation End of term Assessments WELLCOMM and DERBYSHIRE LANG	Cluster moderation EYFS team meetings Phase meeting and internal moderations Phonics assessments Pupil progress meetings	Pupil progress meetings Parents evening info EYFS team meetings End of term Assessments Phonics assessments Pupil progress meetings	Cluster moderation Internal moderation EYFS team meetings Phonics assessments Pupil progress meetings	Pupil progress meetings EYFS team meetings EOY data End of term Assessments Reports Phonics assessments Pupil progress meetings
Parental Involvement	Home visits / Parents Meetings Harvest Assembly Celebration assemblies Phonics workshop	Nativity Maths workshop Parents Evening Book at Bedtime Celebration assemblies Story sacks	Writing workshop Share a story Stay and Read morning Look at me! Talent show! Celebration assemblies Story sacks	Parents Evening Phonics workshop Share a story Celebration assemblies Story sacks	Share a story Maths Morning – Look how far we have come! Celebration assemblies Story sacks	Share a story Parents Evening Parent's Picnic Celebration assemblies Art workshop / Gallery Story sacks

Diversity Texts to be read throughout EYFS during story time sessions

BAME main characters	Cultural diversity	Neurodiversity	physical disabilities	Different families
So much Astro Girl Lulu's first day Baby goes to market Mommy saying Full, full full of love 15 things not to do with a puppy Jabari jumps Izzy gizmo Little people big dreams books	The big book of families Maisie's scrapbook Hats of faith The jasmine sneeze Golden domes and silver lanterns	We're all wonders Perfectly norman Incredible you I see things differently Mr Gorski I think I have the wiggle fidgets Because What makes me a me? The unbudgable curmudgeon	Its ok to be different When Charlie met emma Only one you Don't call me special Happy to be me Millie gets her super ears	My pirate mums Mt two grandads The girl with two dads We are family More people to love me Our class is a family Love makes a family Heather has two mummies

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Communication and Language Talk to parents about what language they speak at home, try and learn a few key words and celebrate multilingualism in your setting.	The development of children's spoken language underpins all seven areas of learning and development. Children's **back-and-forth interactions** from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a **language-rich environment** is crucial. By commenting on what children are interested in or doing and echoing back what they say with **new vocabulary added**, practitioners will build children's language effectively**. Reading frequently to children**, and **engaging them actively in stories**, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and **embed new words in a range of contexts,** will give children the opportunity to thrive. Through **conversation, story-telling and role play**, where children **share their ideas** with support and **modelling** from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a **rich range of vocabulary** and **language structures.**					
Whole EYFS Focus – C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions, Pie Corbett T4W actions, Helicopter stories, Voice 21 EYFS productions, assemblies and weekly interventions **Daily story time and Developing speaking and understanding**	**Welcome to EYFS** Children talking about experiences that are familiar to them. Joining in with rhymes, poems and songs. Sharing facts about me! Shared stories, says some words from stories Model talk routines through the day. For example, arriving in school: "Good morning, how are you?" Starting conversations Developing and using new vocabulary. Develop listening skills Learn many rhymes, poems and songs	**Tell me a story!** Tell me a story - retelling stories using words/ phrases Engages, listens and responds to stories Following instructions Uses talk to explain what is happening and what might happen next Understand how to listen carefully and why listening is important. Uses a wider range of vocab Learn many rhymes, poems and songs	**Tell me why!** Learns and use new language in conversations Using language well Uses talk to explain what is happening and what might happen next Tell me a story - retelling stories using words/ phrases Engages, listens and responds to stories Listen to and talk about stories Uses a wider range of vocab Learn many rhymes, poems and songs.	**Talk it through!** Retells a simple story Listens and responds to ideas of others Understands questions like who, what, when, where, why Uses a wider range of vocab Learn many rhymes, poems and songs	**What happened?** Retells a simple story Listens and responds to ideas of others Understands questions like who, what, when, where, why Uses a wider range of vocab Learn many rhymes, poems and songs	**Time to share!** Retells a simple story Listens and responds to ideas of others Understands questions like who, what, when, where, why Uses talk to organize and articulate ideas Uses a wider range of vocab Learn many rhymes, poems and songs

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Personal, Social and Emotional Development	Children's personal, social and emotional development (PSED) is **crucial for children to lead healthy and happy lives**, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that **shape their social world**. Strong, warm and supportive relationships with adults enable children to learn how to **understand their own feelings and those of others**. Children should be supported to **manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist** and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn **how to look after their bodies, including healthy eating**, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which **children can achieve at school and in later life.**					
Managing Self Self - Regulation	Only one you Healthy relationships- setting in and making friends, Talking about our families Initiate play with others **Getting to know each other** **Feelings**	Focus on similarities and differences Looking at cultures and cultural differences Regulate own feelings and emotions **My mind** **Keeping healthy**	Look at relationships and respectful relationships Look at celebrating self Find solutions to conflicts Consider the feelings of others **Keeping safe** **Respect**	Understanding privacy Regulate own feelings and emotions **Relationships** **Kindness**	Keeping safe – computer safety Take on new challenges Show perseverance and resilience Keeping safe – Police and fire visit Oral health – dentist visit **My life** **Computer safety**	Resilience Groups and communities we belong to Respecting our own and others needs Regulate own feelings and emotions Changes – going to school **Money, working world**
Link to Behaviour for Learning	Show an understanding of their own feelings and those of others, and begin to **regulate their behaviour accordingly**. Set and work towards simple goals, being able to wait for what they want and **control their immediate impulses when appropriate**. Give **focused attention to what the teacher says**, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. ✓ **Controlling own feelings and behaviours** ✓ **Applying personalised strategies to return to a state of calm** ✓ **Being able to curb impulsive behaviours** ✓ **Being able to concentrate on a task** ✓ **Being able to ignore distractions** ✓ **Behaving in ways that are pro-social** ✓ **Planning** ✓ **Thinking before acting** ✓ **Delaying gratification** ✓ **Persisting in the face of difficulty.**			*"Self-regulatory skills can be defined as the ability of children to manage their own behaviour and aspects of their learning. In the early years, efforts to develop self-regulation often seek to improve levels of self-control and reduce impulsivity. Activities typically include supporting children in articulating their plans and learning strategies and reviewing what they have done." Education Endowment Foundation.* *We understand that children develop in individual ways and at varying rates – physically, cognitively, linguistically, socially and emotionally.*		

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General Themes	All about me!	Traditional Tales!	Winter!	Farming and growing!	People who help!	Minibeasts!
Physical development	Physical activity is **vital** in children's all-round development, enabling them to **pursue happy, healthy and active lives**. Gross and fine motor experiences develop incrementally throughout early childhood, starting with **sensory explorations** and the development of a **child's strength, co-ordination and positional awareness** through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their **core strength, stability, balance, spatial awareness**, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. **Fine motor control and precision helps with hand-eye co-ordination**, which is later linked to **early literacy**. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop **proficiency, control and confidence.**					
Fine Motor Continuously check the process of children's handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed. Daily opportunities for Fine Motor Activities	Threading, cutting, weaving, playdough, Fine Motor activities. Manipulate objects with increasing fine motor skills Draw lines and circles using gross motor movements Hold pencil/paint brush beyond whole hand grasp Develop muscle tone to put pencil pressure on paper	Threading, cutting, weaving, playdough, Fine Motor activities Manipulate objects with increasing fine motor skills Use tools to effect changes to materials Pencil Grip Show preference for dominant hand Engage children in structured activities: guide them in what to draw, write or copy.	Threading, cutting, weaving, playdough, Fine Motor activities. Manipulate objects with increasing fine motor skills Handle tools, objects, construction and malleable materials with increasing control Encourage children to draw freely. Holding Small Items / Button Clothing , do up zip Use a comfortable grip when handling mark making materials Make snips with scissors	Threading, cutting, weaving, playdough, Fine Motor activities. Manipulate objects with increasing fine motor skills Use a comfortable grip when handling mark making materials Start to draw pictures that are recognisable Make snips with scissors	Threading, cutting, weaving, playdough, Fine Motor activities. Manipulate objects with increasing fine motor skills Practice and teach letter formation continually Use one hand consistently for fine motor tasks Draws recogniseable pictures	Threading, cutting, weaving, playdough, Fine Motor activities. Manipulate objects with increasing fine motor skills Begin to form letters correctly Use one hand consistently for fine motor tasks Draws recogniseable pictures
Gross Motor	Cooperation games i.e. parachute games. Climbing – outdoor equipment Different ways of moving to be explored with children Help individual children to develop good personal hygiene. Acknowledge and praise their efforts. Provide regular reminders about thorough handwashing and toileting.	Ball skills- throwing and catching. Crates play- climbing. Skipping ropes in outside area Dance related activities Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes and pedal bikes without stabilisers, skateboards, wheelbarrows, prams Build with large scale equipment	Ball skills-, throwing & catching, Ensure that spaces are accessible to children with varying confidence levels, skills and needs. Provide a wide range of activities to support a broad range of abilities. Build with large scale equipment	Balance- skip, hop, stand on one leg Combine movements for dance Use picture books and other resources to explain the importance of the different aspects of a healthy lifestyle. Build with large scale equipment	Obstacle activities children moving over, under, through and around equipment Encourage children to be highly active and get out of breath several times every day. Build with large scale equipment	Collaborate with others to manage larger items e.g. planks Races / team games involving gross motor movements
Weekly dough gym and squiggle whilst you wiggle	From Development Matters 20': Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing Progress towards a more fluent style of moving, with developing control and grace. Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.					

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General Themes	All about me!	Traditional Tales!	Winter!	Farming and growing!	People Who Help!	Minibeasts!
Literacy **Comprehension - Developing a passion for reading** Children will visit the library weekly Story sacks to go home from Autumn 2	It is crucial for children to develop **a life-long love of reading**. Reading consists of two dimensions: **language comprehension and word reading**. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and **enjoy rhymes, poems and songs together**. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (**decoding)** and the **speedy recognition of familiar printed words.** Writing involves **transcription** (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)					
	Join in with rhymes and showing an interest in stories with repeated refrains. Have favourite stories/rhymes. Engages in story times Listens to stores and repeats words and phrases from stories Enjoy listening to longer stories and can remember some of what happens . Uses talk to explain what is happening and anticipate what might happen next Talk for writing Makes marks for drawing	Have favourite stories/rhymes. Engages in story times Listens to stores and repeats words and phrases from stories Enjoy listening to longer stories and can remember some of what happens . Uses talk to explain what is happening and anticipate what might happen next Retell stories related to events through acting/role play. Talk for writing Makes mark for drawing	Listens carefully to rhymes and how they sound and can recall these Engages in story times Listens to stores and repeats words and phrases from stories Enjoy listening to longer stories and can remember some of what happens . Uses talk to explain what is happening and anticipate what might happen next Retell stories related to events through acting/role play Talk for writing Begins to give meaning to drawings Begins to make letter shapes to represent name	Listens carefully to rhymes and how they sound and can recall these Engages in stories Listens to stores and repeats words and phrases from stories Enjoy listening to longer stories and can remember some of what happens . Uses talk to explain what is happening and anticipate what might happen next Retell stories related to events through acting/role play Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Talk for writing Begins to give meaning to drawings Begins to make letter shapes to represent name Writes some or all of their name Begins to understand the concepts of print	Listens to stores and repeats words and phrases from stories Enjoy listening to longer stories and can remember most of what happens . Uses talk to explain what is happening and anticipate what might happen next Retell stories related to events through acting/role play Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Understand who, what why questions Talk for writing Begins to make letter shapes to represent name Writes some or all of their name Begins to understand the concepts of print	Listens to stores and repeats words and phrases from stories Enjoy listening to longer stories and can remembers most of what happens . Uses talk to explain what is happening and anticipate what might happen next Listens and responds to others Retell stories related to events through acting/role play Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Understand who, what why questions Listens and responds to ideas expressed by others Talk for writing Writes all of their name Understand the 5 concepts of print
	Phonics phase 1	**Phonics phase 1**	**Phonics phase 1**	**Phonics phase 1**	**Phonics phase 1**	**Phonics phase 1**. End of term assessments Transition work with Rec staff

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All about me!	Traditional Tales!	Winter!	Farming and growing!	People Who Help!	Minibeasts!
Writing TFW used as stimulus across the year Texts may CHANGE due to children's interests Only ask children to write sentences when they have sufficient knowledge of letter-sound correspondences.	Texts as a Stimulus: Owl babies Room on the Broom - Halloween Dominant hand, tripod grip, mark making	Texts as a Stimulus: Goldilocks and The Three Bears Little Red Riding Hood The Christmas story The stick man Dominant hand, tripod grip, mark making	Texts as a Stimulus: Polar Bear, Polar Bear The Gruffalo We're going on a Bear hunt The Chinese New Year Story Begins to give meaning to drawings Begins to make letter shapes to represent name	Texts as a Stimulus: The Three Billy Goats Jack and the Bean stalk The Little Red Hen Begins to give meaning to drawings Begins to make letter shapes to represent name Writes some or all of their name	Texts as a Stimulus: What the Ladybird Heard Billy's Bucket Begins to give meaning to drawings Begins to make letter shapes to represent name Writes some or all of their name	Texts as a Stimulus: The Very Hungry Caterpillar The Bad tempered ladybird The Busy Spider Books relating to starting school Begins to give meaning to drawings Makes letter shapes to represent name Writes all of their name

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Maths	Developing a **strong grounding in number** is essential so that all children develop the necessary **building blocks** to excel mathematically. Children should be able to **count confidently**, develop a deep understanding of the **numbers to 10**, the **relationships between** them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using **manipulatives,** including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which **mastery of mathematics** is built. In addition, it is important that the curriculum includes **rich opportunities for children to develop their spatial reasoning** skills across all areas of mathematics including shape, space and measures. It is important that children **develop positive attitudes and interests in mathematics**, look for **patterns and relationships**, spot **connections, 'have a go'**, **talk to adults** and peers about what they notice and not be afraid to make mistakes.					
	Getting to know you Baseline Sorting Matching Reciting numbers in order Numbers songs Counting 1 Counting 2	Size – big, small Pattern Shape – circle and triangle Number songs Counting 3	Positional language Pattern Number songs Counting 4 Counting 5 Subitizing daily challenge	Comparing groups Separating groups Shape – square, oblong Subitizing daily challenge	Height – tall, short Shape Matching number to quantity Subitizing daily challenge	Length – long, short Weight – heavy light Capacity Subitizing daily challenge

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All About me!	Traditional Tales!	Winter!	Farming and growing!	People Who Help!	Minibeasts!
Understanding the world Our RE Curriculum enables children to develop a positive sense of themselves and others and learn how to form positive and respectful relationships. They will begin to understand and value the differences of individuals and groups within their own community. Children will have opportunity to develop their emerging moral and cultural awareness.	Understanding the world involves guiding children to **make sense of their physical world and their community**. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.					
	○ Identifying their family. Commenting on photos of their family; naming who they can see and of what relation they are to them. ○ Can talk about what they do with their family and places they have been with their family. Can draw similarities and make comparisons between other families. Name and describe people who are familiar to them. ○ Read fictional stories about families and start to tell the difference between real and fiction. Talk about members of their immediate family and community. ○ Listen out for and make note of children's discussion between themselves regarding their experience of past birthday celebrations. ○ Compare and contrast pictures of children from baby to now, how have they changed. ○ Look at similarities and differences between each other ○ Notice differences between people and develop positive attitudes • Understanding of and joining in with family customs- through role play. • Talking about home life. • Make sense of life story and family history • Compare and contrast families • Taking part in a range of celebrations from other cultures - Diwali	○ Tales from around the world ○ Taking part in a range of celebrations from other cultures. - Christmas • Compare and contrast families and religion and celebrations	○ Trip to our local park (to link with seasons); discuss what we will see on our journey ○ Change in living things – Changes in the leaves, weather, seasons, ○ Explore the world around us and see how it changes. ○ Draw children's attention to the immediate environment, introducing and modelling new vocabulary where appropriate. ○ Encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them during hands-on experiences. • Taking part in a range of celebrations from other cultures. - CNY • Compare and contrast families and religion and celebrations	○ Trip to farm, discuss what we will see on our journey and animals seen. ○ Bake with farm produce ge eggs and butter and milk and discuss where these come from ○ Show care, concern and respect for animals and environment ○ Change in living things – e.g. sees planted, eggs to chicks etc. ○ Explore the world around us and see how it changes as we enter Summer. Provide opportunities for children to note and record the weather. ○ Draw children's attention to the immediate environment, introducing and modelling new vocabulary where appropriate. ○ Encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them during hands-on experiences. ○ Life cycles of flowers, plants, Chicks	○ Children to show an interest in different occupations ○ Develop an understanding of safety and keeping healthy ○ Life cycles of flowers, plants, Chicks	• Life cycles- butterfly • Talk about changes that have occurred • Building a 'Bug Hotel' • Minibeast hunting ○ Explore the world around us and see how it changes as we enter Summer. Provide opportunities for children to note and record the weather. ○ Draw children's attention to the immediate environment, introducing and modelling new vocabulary where appropriate. ○ Encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them during hands-on experiences. ○ Eid • Taking part in a range of celebrations from other cultures. • Compare and contrast families and religion and celebrations

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General Themes	All About me!	Traditional Tales!	Winter!	Farming and growing!	People Who Help!	Minibeasts!
Understanding the world RE / Festivals	Understanding the world involves guiding children to **make sense of their physical world and their community**. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.					
Our RE Curriculum enables children to develop a positive sense of themselves and others and learn how to form positive and respectful relationships. They will begin to understand and value the differences of individuals and groups within their own community. Children will have opportunity to develop their emerging moral and cultural awareness.	**Festivals and celebrations** Diwali Rosh Hashanah Yom Kippur	**Festivals and celebrations** Hannukah Christmas	**Festivals and celebrations** Ash Wednesday / Shrove Tuesday Epiphany St David's Day Shivaratri Chinese New Year	**Festivals and celebrations** Holi Palm Sunday Passover Easter Start of Ramadan	**Festivals and celebrations** Eid	**Festivals and celebrations** Eid

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All About me!	Traditional Tales!	Winter!	Farm / Growing!	People Who Help	Minibeasts!
Expressive Arts and Design *Painting, 3D modelling, messy play, collage, cutting, drama, role play, threading, moving to music, clay sculptures, following music patterns with instruments, singing songs linked to topics, making instruments, percussion.* *Children to produce a piece of art work each half term to be displayed for 'Celebration wall' for school / parents to show how drawings have developed - lots of links to Fine Motor Skills. Children to explain their work to others. Children will have opportunities to learn and perform songs, nursery rhymes and poetry linked to their work / interests and passions.*	The development of children's artistic and cultural awareness supports **their imagination and creativity**. It is important that children have regular opportunities to **engage with the arts**, enabling them to explore and play with a wide range of **media and materials**. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, **self-expression, vocabulary and ability to communicate through the arts**. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.					
	Join in with role play and use resources available for props; build models using construction equipment. Self-portraits- focus on details and emotions Autumn collages Sing call-and-response songs, so that children can echo phrases of songs you sing. Join in with familiar songs and rhymes Firework pictures, Christmas decorations, Christmas cards, Divas,	Develop more complex stories using small world equipment Role play of traditional tales e.g. Goldilocks and the Three Bears, Little Red riding Hood Role Play Party's and Celebrations Role Play of The Nativity Christmas cards and crafts -DT Christmas songs/poems Singing simple songs and nursery rhymes with instruments Baking Christmas treats, porridge – link to Goldilocks, fruit salad – link to Little Red Riding Hood	Colour mixing for Winter scene Making lanterns - DT, Chinese writing, puppet making, Chinese music and composition Mother's day crafts Singing simple songs and nursery rhymes with instruments Baking – Pancakes and Easter treats	Pastel drawings, printing, patterns on Easter eggs, Life cycles, Flowers-Sun flowers Observational drawings of plants and flowers link to Van Gogh Easter cards and crafts Singing simple songs and nursery rhymes with instruments Baking - bread	Develop storylines in their play Role play – people who help Imaginative small world scenes – people who help Singing simple songs and nursery rhymes with instruments Construction- junk modelling – Emergency vehicles DT	Construction- junk modelling – minibeast houses Collage-minibeasts Art - minibeast . Symmetrical butterflies Eid cards Father's Day Crafts Singing simple songs and nursery rhymes with instruments