



Nursery Long Term Plan – Cycle A

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Themes	All about me	Helping Hands and Special Days	Habitat Hunters	Nature Detectives	To the seaside and beyond	Once upon a time.....
Celebrations	Harvest Halloween	Diwali Bonfire Night Christmas	Chinese New Year	Mothers Day Easter World Book Day		Fathers Day St Botolphs Day
Events	Transition Stay and play – C&L	Road Safety Week Nursery Rhyme Week Christingle	Stay and play – Mark Making	Science Week Stay and play – maths	Stay and play – getting ready	Sports Day Transition events
Core Texts	Gingerbread Man The shopping Basket Elmer A little bit brave	Three Little Pig Can't sleep little bear Christmas Story A superhero Like you	Goldilocks and the Three Bears 10 little dinosaurs Fly tiger fly	Jack and the Beanstalk Hungry Caterpillar Easter Story Hugless Douglass	Three Billy Goats Gruff Whatever Next Tiddler	Little Red Hen The Gruffalo 5 minutes peace
Say a poem	Clean hands	Noisy Farm	Dough	It's on me	Hop, hop, stop	Amazing me
Trips/Experiences	Police visit Dentist visit	Local walk to doctor	Pancake Day	Growing caterpillars	Animal visit	



		Local walk to post office				
Executive Functioning	Attention & Listening “Looking, listening and joining in”	Self-Regulation (Behaviour & Emotions) “Stopping, waiting and calming”	Working Memory “Remembering and doing”	Cognitive Flexibility “Trying a different way”	Planning & Organisation “Getting ready and doing it step by step”	Independence & Goal-Directed Behaviour “Keeping going and finishing”



Nursery Basic Vocabulary	
Reading	Listen, Tell, Share, Page
Maths	Count, Sort, Look, Find, more
Small World	Talk, Think, Story, move
Role play	Talk, Think, Story, choose
Painting	Brush, Sponge, Mix, Line
Playdough	Roll, Squeeze, Stretch, Press, pinch
Creative	Cut, Make, Stick, Choose
Sand	Pat, Fill, Dig, Push
Water	Pour, Splash, Wet, fill
Construction	Build, Stack, Push, join
Mark Making/Writing	Draw, Colour, Grip, Pinch, Trace
Fine Motor skills	Push, Pull, Pinch
Speaking	Listen, Take turns, Look, Speak, Remember

Reception Provision Sentence Stems (adult interactions)	
I can see.....	How did you.....
Can you show....	Let's see what happens if....
I noticed that.....	Tell me about....
Look at the.....	I wonder.....
I like this because...	That looks.....

Reception Provision Sentence Stems	
'I want _____.'	'Can I have _____?'



'I feel _____.'	'I like _____.'
'I don't like _____.'	'Can you help me with _____?'
'I'm happy when _____.'	'I'm sad because _____.'
'I need _____.'	'I see _____.'
'I hear _____.'	'I taste _____.'
'I smell _____.'	'I'm scared of _____.'
'I'm excited about _____.'	



Literacy Comprehension, Word Reading and Writing						
Book stimulus and key vocabulary	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Gingerbread Man fast, catch, river, fox <i>Elmer</i> Absolute, serious, decorate, celebrate A little bit brave Stomped, adventure, scurrying The Shopping basket Trick, list, count	<i>The Three Little Pigs</i> wolf, build, strong, blow Can't sleep little bear Groaned, curled up, glow, puzzled Christmas Story Jesus, born, celebrate A Superhero like you Hero, super, job,	<i>Goldilocks and the Three Bears</i> cottage, porridge, just right, angry 10 little dinosaurs Rhyme, count Fly Tiger Fly Mistaken, soaring, encouraged, doubtful	<i>Jack and the Beanstalk</i> Grow, Giant, beanstalk Hungry Caterpillar Count, hungry, change Easter Story Jesus, crucified Hugless Dougless Snuggled, trembled, clumsy, peeped	Three Billy Goats Gruff Billy goat, big, middle, little, troll Whatever Next Adventure, space, moon Tiddler Captured, struggled, peeped, glimmered	Little Red Hen Seeds, plant, grind, flour, bake The Gruffalo Terrible, stroll, feast 5 minutes peace Sneaked, plonked, trailed muttered
Phonics progression RWI	Phase 1 <i>Aspect 1 – Environmental sounds</i> <i>Aspect 2 – instrumental sounds</i> <i>Aspect 3 – Body percussion</i> <i>Aspect 4 – Rhyming</i>	Phase 1 <i>Aspect 1 – Environmental sounds</i> <i>Aspect 2 – instrumental sounds</i> <i>Aspect 3 – Body percussion</i> <i>Aspect 4 – Rhyming and alliteration</i> <i>Aspect 5 - alliteration</i>	RWI – visit picture cards daily Phase 1 Aspect 4/5/6 Blend with the Sound Oral Blending Games	Phase 1 – Aspect 6 – voice sounds Aspect 7 – oral blending and segmenting - RWI set 1 sounds – speed sound lesson - Blend with the Sound - Oral Blending Games	Phase 1 – Aspect 6 – voice sounds Aspect 7 – oral blending and segmenting - RWI set 1 sounds – speed sound lesson - Blend with the Sound - Oral Blending Games	Phase 1 – Aspect 7 – oral blending and segmenting - RWI set 1 sounds – speed sound lesson - Blend with the Sound - Oral Blending Games
Oral composition	- Story retell of favourite stories	- Story retell of favourite stories	- Story retell of favourite stories	- Story retell of favourite stories (use	- Story retell of favourite stories (use	- Story retell of favourite stories (use



	(use story language from the text) - Recounting events - Poetry - Rhymes Ask 'who' and 'what' questions. Teacher model – children echo.	(use story language from the text) - Recounting events - Poetry - Rhymes Ask 'how' and 'why' questions. Teacher model – children echo.	(use story language from the text) - Recounting events - Poetry - Rhymes Children to use longer sentences of four to six words. Teacher to model this.	story language from the text) - Recounting events - Poetry - Rhymes Ask 'who' and 'what' questions. Teacher model – children echo.	story language from the text) - Recounting events - Poetry - Rhymes Ask 'how' and 'why' questions. Teacher model – children echo.	story language from the text) - Recounting events - Poetry - Rhymes Children to use longer sentences of four to six words. Teacher to model this.
Progression of writing skills (new skills in yellow)	• Mark making • Drawing freely • Practise holding a pencil correctly • Build up core muscle strength using Kinetic letter poses.		• Mark making • Drawing freely • Hold a pencil correctly • Use core muscle strength to achieve a good posture when sitting at the table to write • Knowing print has meaning • Write some letters of their name		• Mark making • Drawing freely, making meaningful marks • Hold a pencil correctly • Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy • Write some or all of their name • Write some letters accurately	
Nursery rhymes	3 blind mice, Head shoulder knees and toes, Pat a cake, Polly put the kettle on, Rockabye baby, 5 little monkeys, Ladybird ladybird, 5 fat sausages, Little miss muffett, Old McDonald, Little bo peep, Christmas songs		Jack and Jill, Wind the bobbin up, Humpty Dumpty, If you're happy and you know it, Finger family song, Ring a roses, 1,2,3,4, 5, Hey diddle diddle, Grand old duke of York , Incy windy spider, Hickory dickery dock, Hot cross buns		Baa Baa Black Sheep, Twinkle Twinkle Little Star, Im a little teapot, One finger one thumb, 5 Little Men, This old man, A Sailor went to Sea, Row, Row Row your boat, Pop goes the weasel, 5 little Ducks, 5 Speckled frogs, One potato, two potato	



Mathematics White Rose Maths

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key focus and key vocabulary	- More than, Fewer Than, Same - Explore and Build with Shapes and Objects - Explore repeats - Hear and Say Number Names Object Count Same	- Begin to Order Number Names - I See 1,2,3 - Join in With Repeats - Explore Position and Space Order Sides Corners Different	- Show Me 1,2,3 - Move and Label 1,2,3 - Explore Position and Routes - Explore Patterns Under Behind Through	- Take and Give 1,2,3 - Match, Talk, Push and Pull - Talk About Dots - Compare and Sort Collections Heavy Light Full Empty	- Lead on Own Repeats - Start to Puzzle - Making Patterns Together - Make Games and Actions Pattern Match	- Show Me 5 - My Own Pattern - Stop at 1,2,3,4,5 - Match, Sort, Compare Total Amount
Curriculum objectives	To compare 1 and 2 To rote count to 2 (hearing and saying number names) To know more than, fewer than, same To show simple interest between different shapes (big and small)	To rote count to 3 To subitise 1 To begin to order number names To make arrangements to create patterns (spots/stripes/dots) To recognise when two shapes are the same To describe shapes using their properties:	To subitise to 2 To rote count to 3 (hearing and saying number names) To use language to move through positions: through the tunnel, over the blocks, around the cone To make simple line patterns with objects of interest e.g. counters, dinosaur figures	To rote count to 4 (hearing and saying number names) To subitise to 3 To identify shapes as same or different To follow simple routes to find an object (over, under, through, behind) To collect objects that are the same and objects that are different To compare objects describing what is the	To explore lines and repeating patterns (lines, circles, zig zags) To correctly match objects to pictures (e.g. shape template and different coloured shapes) To copy (with support) a simple AB pattern (e.g. duck, cow, duck, cow) To notice and correct an error in a repeating pattern	To rote count to 5 (hearing and saying number names) To show 5 using fingers To match numerals and amounts (the number 5 with five seeds) To count in correspondence to 5 and recognise the total amount



	To sort or select shapes by colour and size To make simple line patterns (lining up blocks) To use the words tall, long and short to describe objects	pointy, curvy, round, flat, straight, sides To identify a square, circle and triangle To begin to explore and become familiar with 3D shapes	To make simple pattern arrangements e.g. pegs on a peg board To combine shapes to make new ones (e.g. a triangle on a rectangle to create a pentagon 'house.') To explore simple patterns around them: stripes on clothes, patterns in the carpet	same and what is different (small hoops, large hoops, red balls, yellow balls) To use the language tall, short, light, heavy, full, empty to make comparisons (e.g. full jug, empty jug)	To play games involving subitising to 3 (roll a 1-3 dice; children to subitise the amount. 'I can see 3') To discuss routes and locations using appropriate vocabulary "We walked past the big tree and the school is next to the park."	To create a simple AB pattern independently
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Understanding the World Links to Science						
Key focus and key vocabulary (WR)	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	My senses See, touch, feel, hear taste My body Changes, growing	Autumn Changes, colour Materials What makes the best winter clothes? Cold, wet, weather	Habitats Cold, hot, habitat	Plants Where is my food? Ground, plant, tree, bush What is the life cycle of a caterpillar? Growing, crystallis, emerge	What can you use to cross the canal? Canal, sink, float	Summertime Changes, heat, protect
	Seasonal Change - To know that summer changes into autumn - To describe sun, snow, rain - To know in Autumn the leaves fall from the trees - To name some clothes suitable for colder weather. Animals -including humans - To know that babies are different from adults - To name the 5 senses and name 1 thing we can see, taste, hear, touch and smell in the environment - Identify body parts: head, shoulders, stomach, back, legs, arms, hands, fingers, toes, feet - To say when hungry or tired and talk about what to do. Everyday Materials - explore different materials using the 5 senses. - name the materials – metal, plastic, fabric		Animals -including humans - To know that animals are not all the same - To name some animals from different habitats, such as hedgehogs lives in a hedge and snakes like hot places. - talk about some of the similarities and differences between animals, i.e. That spiders have 8 legs and worms have no legs. - To know animals, change over time, such as a caterpillar changes into a butterfly Plants - I can name 3 living things at school/home - I can identify a tree, grass, flower, branch - I can name 3 things that grow on plants/trees - I can say that a plant needs water, sun and soil to live		Seasonal Change - To know that spring changes into summer - To know that it gets hotter in the summer - To name clothes that are suitable for the hot. Everyday Materials - explore different materials using the 5 senses. - name some different materials such as wood and stone - To know that some materials will float - To know that some materials will sink - To know that boats float on the water	



Curriculum objectives	Working Scientifically I can explore the world around me and describe what I see, hear and feel Similarities & Differences/Change I can make comments and ask questions about aspects of the world around me such as the place where I live or the natural world. I can talk about why things happen and how things work I have a developing understanding of growth, decay and changes over time.	Working Scientifically I can talk about how the seasons have changed. I can recognise that some environments are different to where I live. I can talk about some of the key features of a life cycle. I can start to make predictions Similarities & Differences/Change I can talk about why things happen and how things work I have a developing understanding of growth, decay and changes over time I show care and concern for living things and the environment	Working Scientifically I can talk about some of the key features of a life cycle. I can make predictions Similarities & Differences/Change I can talk about why things happen and how things work I have a developing understanding of growth, decay and changes over time I am beginning to understand how I can effect the world that I live in.
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Understanding the World
Links to Geography

Key focus and key	Autumn 1	Autumn 2	Spring	Summer
	<i>Our locality</i> What does your house look like? House, flat, bungalow	<i>Hot and cold places</i> How has the weather changed? Autumn, winter, colder	<i>Our locality</i> What can you find around school? Maps, building, special places	<i>Hot and cold Places/our locality</i> How we going to get there? Travel, transport, distance
Curriculum objectives	Our Locality(place/space/environment) - Know that we live in Knottingley - name a building or natural space in Knottingley	Hot and cold places (place/space) - To know that Knottingley is colder in the winter - To know what it looks like when it is cold outside – frost. - To know what clothes people wear in the winter to keep them warm.	Our Locality(place/space/environment) - To know that we live in Knottingley - To name something I can do to look after our school, such as putting rubbish in the bin. - To know there are different types of building in Knottingley, i.e. glass factory, church	Hot and cold places/ Our Locality (place/space/environment) - Know that we live in Knottingley - Know that we can travel to other places that have different names - To know we have to choose how to travel to different places, i.e. a plane to Spain, a bus to Pontefract
Curriculum	Locational I can talk about important buildings I pass on the way to school Geographical knowledge I can start to talk about what country I live in. Similarities and Differences I can notice when something is different or the same.		Locational I can talk about a variety of building in my local area. Geographical knowledge I know there are other countries I can visit and that they may be different from my own. Similarities and Differences I can look for similarities, differences, patterns and change.	
			Locational I can talk about a variety of building in my local area and why they might be important. Geographical knowledge I can talk about how I might travel to different places in the world Similarities and Differences I can compare building, food, weather, animals and landscapes.	



Understanding the World
Links to History

	Autumn 1	Autumn 2	Spring	Summer
Key focus and key vocabulary	My family <i>What does my family look like?</i> Baby, adults, grandparents	Beyond living memory <i>Can you tell me a story about your family?</i> Past, long time ago	Beyond living memory What happened to the dinosaurs? Past, extinct, care	My Family What has my family gone on holiday Travel, pilot, transport
Curriculum knowledge	My Family (society and community) - start to use the words younger/older/in the past - To Know that people change from being babies to grandparents	Our locality (society and community) - Know that some places are important, i.e. St Botolph's church Beyond living memory (society and community) - To know my family has changed over time. - start to talk about things that have changed at home/school - Start to know that the past is not all the same, i.e. last year is not the same as when the dinosaurs lived.	Beyond living memory (society and community) - Know that places, people and objects change over time - Start to know that the past is not all the same, i.e. last year is not the same as when the dinosaurs lived.	My Family (society and community) - To know that the way people travel has changed over time. - start to use the words younger/older/in the past Our locality (society and community) - To know I live in Knottingley - To name buildings/places I have seen in Knottingley such as the town hall, shops and the river. - To know that people have jobs that mean they travel, i.e. a pilot.
Curriculum skills	Chronology I can talk about my immediate family. I enjoy joining into with family customs and routines. Historical enquiry I can recognise pictures in non-fiction books and apply new knowledge and vocabulary Similarities and differences I can talk about what makes my family the same or different to someone else's'		Chronology I can talk about significant events in my own history. I can talk about something that has already happened Historical enquiry I am interested in the lives of my family Similarities and differences	
	Chronology I can use the words today, tomorrow and yesterday in the correct context Historical enquiry I am interested in people in my community Similarities and differences I can talk about the role of the different people in my community.			



	I can start to talk about different jobs in my community	I can talk about different jobs in my community	
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Expressive Art and Design

Links to Art and Being Imaginative

Key focus and Key vocabulary	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Marvellous Marks Self portrait Face, eyes, mouth, nose	Paint my world Patterns Rangoli, shapes, same	Marvellous Marks Shapes of animals Shape, line, circle	Paint my world Observations Flower, leaf, people	Marvellous Marks Patterns Shell, swirls, lines	Paint my world <i>Imagine</i> Choice, shape, colour
Curriculum knowledge	Drawing - that pencils and pens can make marks on a surface. - How to identify different components of what they see such as human anatomy (eyes, arms etc) and know that they can reference them using drawing. - hold a drawing medium (pencil, chalk etc) with some control using a full grip. - represent human forms and features using simple shapes from memory or seen.	Painting - that paintbrushes can make marks on a surface when combined with paint. - that paint can be moved on a surface. - that some paints look different to others. E.g. some may be thick. - How to identify the colours to be used in their artwork. - hold a painting medium (brush, sponge etc) with some control using full grip. - move paint on a surface using brush strokes (multi-directional) - Explore colour and how colours can be changed via mixing	Drawing - that closing lines will make a shape. - that some drawing apparatus may look different. E.g. pencil, pen, felt tips, pencil crayons. - hold a drawing medium (pencil, chalk etc) with some control using a full grip. - close lines using some control to create a shape. - make marks on different surfaces such as cardboard, paper etc	Painting - that paintbrushes, sponges, sticks etc can be used to make marks on a surface. - that by making marks on pages they can reference a given shape or concept.. - that some paints look different to others. E.g. some may be thick. - How to identify the colours to be used in their artwork. - hold a painting medium (brush, sponge etc) with some control using full grip. - move paint on a surface using brush strokes (multi-directional)	Drawing - that closing lines will make a shape. - hold a drawing medium (pencil, chalk etc) with some control using a full grip. - close lines using some control to create a shape. - make marks on different surfaces such as cardboard, paper etc	Painting - that by making marks on pages they can reference a given shape or concept. - How to identify different components of what they see such as human anatomy (eyes, arms etc) and know that they can reference them using painting. - How to identify the colours to be used in their artwork.. - close lines, using some control, to create a shape. - represent human forms and features using simple shapes from memory or seen.



Curriculum skills	Drawing I can draw a person with head, arms and legs Painting I can explore the different marks I can make with paint. Colour I can name and collect objects by colour Multimedia I can explore different textures	Drawing I can draw shapes such as squares, rectangles and triangles Painting I can copy an adult to make different marks Colour I can explore colour and how I can change it. Multimedia I can manipulate materials to create shapes	Drawing I can use lines to enclose space and use these shapes to represent objects Painting I can use different brushes to add colours and lines to make simple representations Colour I can distinguish between colour and name them Multimedia I can use available resources to create props or create imaginary ones to support my play
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Expressive Art and Design
Links to DT

Key focus and Learning objectives	Autumn	Spring	Summer
	Structures – Exploring building – my house Explore, build, connect	Structures – building with purpose – home for an animal Idea, choice	Structures – building with materials – making a rocket Materials, join, select
Curriculum knowledge	Creating with materials - I can talk about what my house looks like - I know some things join together to make something bigger/taller. - I am beginning to use various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces Being imaginative and Expressive - I can use everyday materials to explore, understand and represent my home.	Creating with materials - I can experiment with ways to enclose a space, create shapes and represent actions, sounds and objects. - I can use 3D and 2D structures to explore materials and/or to express ideas. - I am beginning to show an understanding of using lines to enclose a space. - I am beginning to use various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces - I can use available resources to create props or creates imaginary ones to support play. Being imaginative and Expressive - I can use everyday materials to explore, understand and represent my world, ideas, interests and fascinations.	Creating with materials - I can play with colour in a variety of ways, for example combining colours. - I can use 3D and 2D structures to explore materials and/or to express ideas. - I am beginning to show an understanding of using lines to enclose a space. - I am beginning to use drawing to represent actions and objects based on imagination, observation, feelings and experience. - I can draw using increasing details - I can use tools for a purpose. Being imaginative and Expressive - I can use everyday materials to explore, understand and represent my world, ideas, interests and fascinations.
Curriculum skills	Design I can use a variety of construction materials Make I can make bridges and passageways Technical knowledge I know tools have a purpose Evaluate	Design I can create something of interest, i.e. a house Make I can close spaces between objects Technical knowledge I can join things together to create something Evaluate I can play with my creations	Design I can use what I see around me to create something Make I can create enclosures Technical knowledge I can join things together and maintain balance Evaluate



	I can make choices about what I want to create		I can remake my creation if something happens to it (may not be the same)
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Expressive Art and Design Links to Music			
Key focus and key vocabulary	Autumn	Spring	Summer
	Hearing and listening Listening and describing instruments and environmental sounds Singing/vocalisation Singing familiar rhymes/songs Moving and Dancing Explores movement to sounds and music Exploring and playing Explore instruments	Hearing and listening Copy/match instruments and other sounds Singing/vocalisation Sing a variety of songs/rhymes Moving and dancing Clapping to the beat Exploring and playing steady beat and tapping rhythms	Hearing and listening Matching sounds. Singing/vocalisation Making my own songs <i>Moving and dancing</i> <i>Actions to music</i> Exploring and playing using instruments with control
Curriculum objectives	Imagination and creativity I can start to develop a story when using small world I can copy what my friend is doing. Musical development (hearing and listening) I can start to talk about what I can hear when an instrument is being played Musical development (Vocalising and singing) I can sing a whole song or nursery rhyme Musical Development (moving and dancing) I can start to move my body to the music. Musical development (Exploring and playing) I can experiment with sounds when playing instruments (loud/quiet)	Imagination and creativity I can start to play imaginative based role play along with a friend Musical development (hearing and listening) I can identify and match an instrumental sound. Musical development (Vocalising and singing) I can sing a familiar song Musical Development (moving and dancing) I can clap or tap to the music I am listening to Musical development (Exploring and playing) I can experiment with sounds when playing instruments (fast/slow)	Imagination and creativity I can introduce a role or simple narrative into my role play with a friend. Musical development (hearing and listening) I can start to copy sounds I have heard Musical development (Vocalising and singing) I can create different sounds using my voice Musical Development (moving and dancing) I can clap or taps to the pulse of song I am singing I am beginning to tap out simple repeated rhythms. Musical development (Exploring and playing) I can play an instrument with some control (dynamics/tempo)





Understanding the World

Links to RE

Key focus and key objectives	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Being Special <i>Where do We Belong?</i> Belong Family/ special	Which times are special and why? Jesus Nativity Christmas	What is special about our world? World/ Senses Death/ created	Special People Special Friend Community	Special Stories Special Stories	<i>Special places</i> <i>Natural</i> <i>Church</i> <i>worship</i>
Curriculum objectives	To know that we belong in our homes and that is where we live. To name members of their family that live in their home. To talk about who lives in their home. To talk about their nursery. Children can talk about their friends.	To know that a celebration or festival is a special time for people. To know that Christmas is the Christians celebration of the birth of baby of baby Jesus. To know when their birthday is, To know that gifts are usually given during celebrations. To talk about how Christians and others celebrate Christmas/ birthdays. To recall celebrations they have.	To understand that: Our eyes let us see Our nose lets us smell Our ears let us hear Our hands let us feel To know that we have to look after our environment/ world. To understand that we can find signs of life in nature. To notice signs of death and new life in nature. To know that some people believe the world was created by God. To know humans need to look after	Talk about people who are special to them To say what makes their family and friends special to them To Identify some of the qualities of a good friend Talk about people who are special to you in the local community and what special qualities they have To recall and talk about a story To have an awareness of their own needs and be sensitive to those of others	To say what makes their stories special To talk to a friend about their special story special story To recall and talk about a story To have an awareness of their own needs and be sensitive to those of others	To Be aware of some religious people and that they have places which have special meaning for them. To Know reasons why a church is special to Christians To know some things that are found inside a church To know that the natural world as a special place



			plants to help them grow.			
	I can celebrate or experience different Christian special times such as Christmas, Easter, Harvest and Baptism. I can start to retell stories from the bible. I can start to talk about how show respect for God.	I can celebrate or experience different Christian special times such as Christmas, Easter, Harvest and Baptism. I can start to retell stories from the bible. I can start to talk about how show respect for God	I can celebrate or experience different Christian special times such as Christmas, Easter, Harvest and Baptism. I can start to retell stories from the bible. I can start to talk about how show respect for God. I can start to develop positive attitudes about the differences between people and the diversity of life in modern Britain. (RE)			



Personal, Social and Emotional- Links to RSHE						
Key focus	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	SELF-AWARENESS	RESPONSE SYSTEM	BOUNCING BACK	COMPASSION	POWER OF NOW	▪ DOING & BEING
Curriculum objectives	Shine brightly as you grow. When we feel safe, we can shine happy, healthy and safe families Asking to play, letting others join in try new healthy foods,	When this happens we need to make it smaller Unhelpful feeling = unhelpful behaviours Positive on the inside = positive on the outside All bodies are good bodies My body my say	Nobody is perfect we all make mistakes I cant do it YET! Be kind with your words and hands Let it go!	Give yourself a hug BE kind Respect everyone We are all born different and equal. 999 not 911!	Be in the now The power of now Respect is important Face to face is best	Doing things we don't want to Doing and being The importance of teeth Private parts are private Strong bodies and strong minds
Additional lessons	Recognising emotions To name different types of feelings To name some possible causes for those feelings To know they can ask for help if their feelings get too tricky To start to understand why things make them feel sad/angry Strangers – Police visit I recognise the police are a safe adult. I know not to talk to people I don't know.	Safe and not safe To know which people can keep me safe To know if something feels wrong or unsafe I need to ask for help To name some potential dangers and how to avoid getting hurt To name things that can keep us safe To know who can give you medicine and why? Bonfire night I know not to touch a bonfire/fireworks I know to stay with my adult if I am watching a bonfire display. Road Safety week (November)	Money I know that we need money to provide for my basic needs. I know my adults work to get money to buy things. Sleep To understand our body needs sleep	Different Families To know that families can all look different My Environment I can look after my school I can look after my home	Sun protection I know I have to wear a hat when it is sunny outside to protect my head I know I need to put suncream on to stop my skin from burning. I know that I need to spend time in the shade when it is really warm.	Boys and girls To talk about the similarities and differences between boys and girls To know that families can all look different Water Safety I know not to go into the river or canal



		I know that I have to stop, look and listen. I know I have to hold my adults hand when crossing the road.				
Emotions	1. Happy 2. Sad 3. Angry 4. Excited					



Physical Development Links to P.E			
Key focus and key vocabulary	Autumn 1	Spring	Summer
	<i>Space and Balance</i> Space Rules Move Big/small steps Balance	<i>Moving My Body</i> Actions Space Shapes Travel Still	<i>Throwing and Catching</i> Roll Catch Throw Target
Curriculum objectives	Flexibility I can stop confidently when moving around my environment I am beginning to use large muscle movements Hand-eye Coordination I can kick a large ball into an open space I can become more independent with meeting my own needs, i.e. putting on my own coat. Balance I can show control when using two feet, i.e. upstairs and downstairs I can start to walk over obstacles with balance and control Strength I can start to lift larger equipment I can use the meerkat, bear and penguin position when asked	Flexibility I can jump up and down in a variety of ways I can adjust my speed or direction when I am playing Hand-eye Coordination I can do things more independently, i.e. manage buttons, zips or pour drinks I can start to use a range of tools with more confidence (but not always correctly) Balance I can show increasing balance and control, i.e. squatting down or climbing upstairs using alternative feet. I can walk down steps or slopes whilst carrying a small object, maintaining balance and stability. Strength I can move a large item safely with help from my friends I understand when something maybe too heavy for me to move after trying I can use the lizard and stone lion position with increasing strength	Flexibility I can run skilfully and negotiate space to avoid obstacles Hand-eye Coordination I am beginning to use one handed tools (scissors to make snips) I can grasp and release with two hands to throw and catch a large ball, beanbag or an object. I can copy a sequence or pattern of movements to rhythms or music. Balance I can balance on a sturdy piece of equipment I can maintain balance using hands and body to stabilise. Strength I understand when something maybe too heavy for me to move without trying I can travel using a stone lion position I can balance an object when using a stone lion position





Physical Development - Fine motor skills

Physical Development - Fine motor skills			
	Autumn	Spring	Summer
Key focus and key vocabulary	Control To make marks using lines or circular movements (left to right or up and down) To create lines and circles pivoting from the shoulder and elbow. Dexterity To roll or squeeze objects to manipulate them) To manipulate a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons.	Control To use directional and symbolic mark making when drawing To write the first letter of my name Dexterity To use the hold hand to use pegs and tweezers To write the first letter of my name	Control To understand that tools must be used safely To record a vertical line To record a horizontal line To write some letters in my name Dexterity To make a ball with playdough/scrunching paper with my whole hand To use all fingers to use pegs and tweezers
Core strength	To build core strength by using gorilla lizard, penguin and meerkat poses.	To build core stability by using lizard pose using elbows to prop up their body.	To continue to build core stability by using lizard pose when mark making on boards, using elbows to prop up their body.
wrist – arm and	To weight bear using ½ arms To lift, carry or transport objects of weight.	To reach above shoulder length to aim, throw and mark make. To slide on tummy and pull along using arms	To slide on back using arm or legs To creep under, over and through objects.
Curriculum objectives	To develop movement of hand using whole hand grasps. 	To develop a digital pronate grip -using fingers to hold pencil in place. 	To use a four finger grip 



Links to Computing (mini mash)

Links to Computing (mini mash)						
Key focus and key vocabulary	Autumn		Spring		Summer	
	All about me What do you like to do? Who is in your family? What are your favourite things? People who help us Who helps us at school and at home? What different jobs do people do to help <u>us</u> Anti-Bullying week		Animals Who helps us at school and at home? What different jobs do people do to help us? Minibeasts Who helps us at school and at home? What different jobs do people do to help us? Internet Safety Day		Summer What happens in Summer? What is the weather like? What different clothes would you wear? Garden What happens in Summer? What is the weather like? What different clothes would you wear?	
	I know how to operate simple equipment. I enjoy technological toys with knobs or pulleys, real objects such as cameras, and touchscreen devices such as mobile phones and tablets					
Curriculum objectives – internet safety	Online Relationships I can recognise some ways in which the internet can be used to communicate	Self -image I can recognise that I can say 'no'/ 'please stop'/ 'I'll tell'/ 'I'll ask' to somebody who asks me to do something that makes me feel sad, embarrassed or upset	Privacy and security I can identify some simple examples of my personal information (e.g. name, address, birthday, age, location). I can describe the people I can trust and can share this with; I can explain why I can trust them.	Managing online information I can talk about how I can use the internet to find things out I can give simple examples of how to find information (e.g. search engines, voice activated searching)	Health and well being I can identify rules that help keep us safe and healthy in and beyond the home when using technology. I can give some simple examples	Copyright and ownership I know that work I create belongs to me I can name my work so that others know it belongs to me.
	Online Reputation I can identify ways that I can put information on the internet	Anti-bullying week	Internet Safety Day – changes focus every year- TBC			



		I can describe ways that some people can be unkind online. I can offer examples of how this can make others feel.				
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