

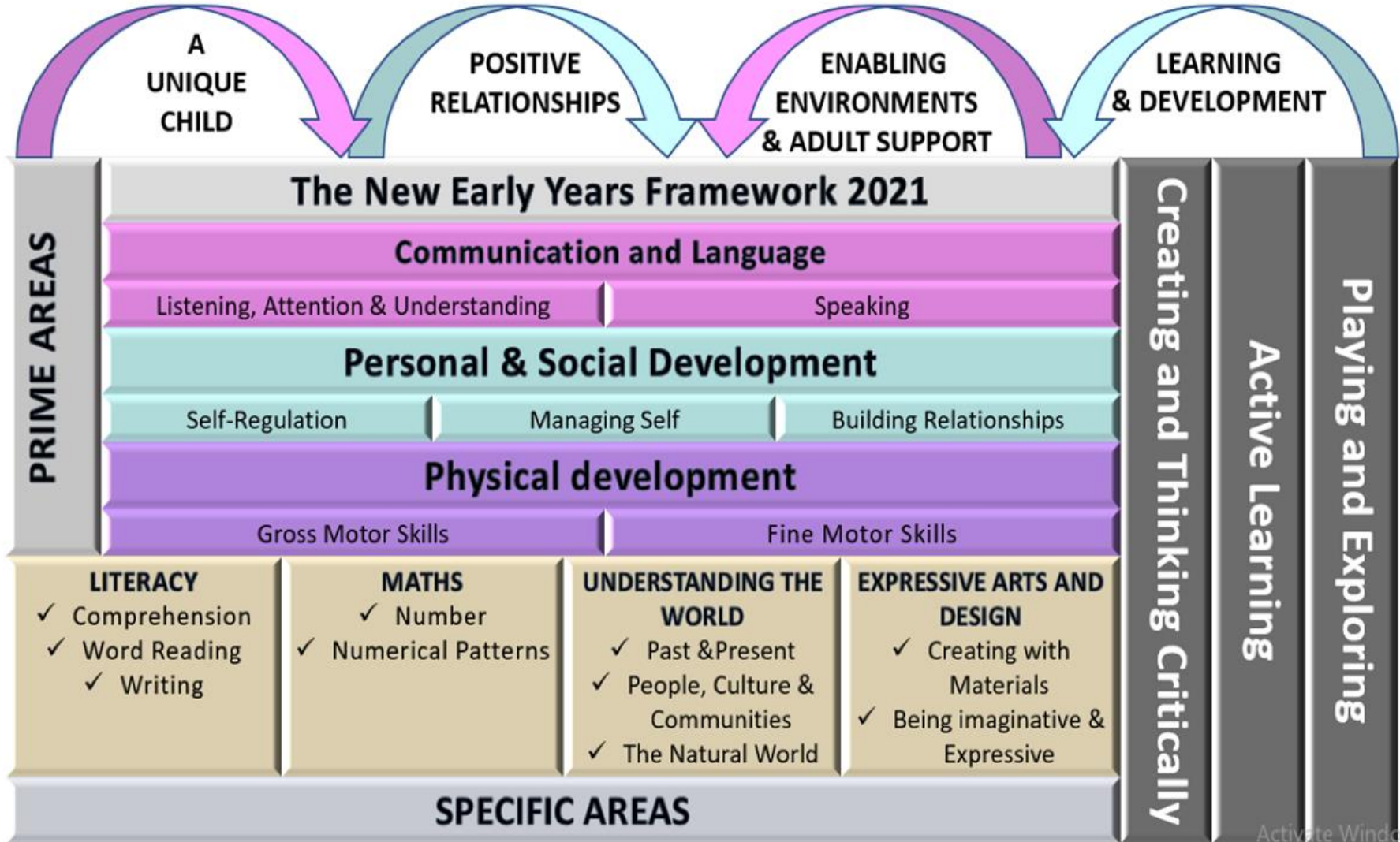
Tenbury CE Primary Academy



'Therefore encourage one another and build each other up.'

Thessalonians 5:11

Long Term Plan - Nursery 2023-24



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Title	Happy to be Me Autumn	Colourful Me Celebrations Christmas	Wheel and Wings Winter	People Who Help Us Wheel and Wings	Lifecycles Summer Animals (farm and wild)	Lifecycles Minibeasts Animals (water / sea)
General Aims Adult directed learning overview	Starting nursery / getting to know my new class. My family. Being kind and making friends My Senses Signs of Autumn. Harvest	The Nativity Different Celebrations Nursery Rhyme Week Changing Seasons	Different types of transport Weather / seasons Colour Mixing Changing States	People Who Help Me Different Occupations Emergency Vehicles Weather / seasons	Life cycles of plant Animals on the farm and in the wild (jungle / desert) Weather / seasons	Life cycles of butterflies, frogs Weather / seasons
Books (and additional texts to follow child's interests)	The Enormous Turnip Three Little Pigs Owl Rosie's Walk Owl Babies Peace at Last Little Red Hen	Elmer Rainbow Fish Little Red Riding Hood Christmas Brown Bear Big Bear Little Bear	Train Ride Polar Bear Snow Cloud Gingerbread Man Bear Hunt Whatever Next Don't talk to the bus driver Duck's Truck	Easter Some Dogs Do Peppa Pig goes to the Dentist Rosie and Jim go to Hospital PC Plum Fireman Sam	Jack and the Beanstalk Jaspers Beanstalk Supertato Three Billy Goats Come on Daisy Shark in the Park Commotion in The Ocean	What the Ladybird Heard Hungry Caterpillar Greedy Bee Caterpillar Dance Memory Bottles Handas Surprise Tom and Small
Nursery Rhymes	Baa Baa, Twinkle Twinkle, row row row, The Wheels , Wind the bobbin, This little Piggy, Heads shoulders, round and round,	Counting Rhymes Nursery Rhyme Week Bumping Up and Down	Down at the Station Baa Baa Sheep (colours) Counting Rhymes Wheels on Bus Big Ship	Miss Polly 5 Little Fire Engines 5 Current Buns Tommy Thumb	Animals went in 2 by 2 Down in the Jungle BINGO I went to visit a farm one day	Incy Wincy Caterpillar Rhyme Wiggly Woo Here is the beehive Alice the Camel (transition)

	ring a ring, hokey cokey, 1,2,3,4,5, incy wincy					
Cultural Capital	Home visits Harvest	Christmas Diwali Rhyme Week Bonfire Night Holi Remembrance Day Church Visit	Chinese New Year World Book Day	Mothers Day Pancake Day Easter Fire Engine Lamb Visit	Church Visit	Father's Day Sports Day Graduation Transition
Global Learning Courageous Advocacy			Global Learning- Zero Waste Courageous Advocacy - Greta Thunberg		Global Learning- Life on Land Courageous Advocacy -David Attenborough	Global Learning- Life in the Sea Courageous Advocacy -David Attenborough
Characteristics Of Effective Learning	<p>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</p> <p>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.</p> <p>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.</p>					
Over Arching Principles	<p>Unique Child Every child is unique and has the potential to be resilient, capable, confident and self-assured.</p> <p>Positive Relationships</p>					

	<p>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.</p> <p>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.</p> <p>Learning and Development: Children develop and learn at different rates. We must be aware of children who need greater support than others.</p> <p>Play At Tenbury Primary Academy, We understand that play is an integral part of learning and this is at the heart of our early years curriculum. We believe that the correct mix of adult directed and uninterrupted child initiated play ensures the best outcomes for pupils. Warm and positive relationships between staff and children, consistent routines and strong relationships with parents are key.</p> <p>We recognise the crucial role that early year's education has to play in providing firm foundations upon which the rest of a child's education is successfully based</p>					
<p>Communication and Language</p>	<p>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.</p>					
<p>Whole EYFS Focus C and 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 actions, EYFS productions,</p>	<p>To sing rhymes and look at picture books. To talk about the different characters and what they are doing.</p> <p>To talk about themselves and their families.</p>	<p>To talk about celebrations at home.</p> <p>To listen to stories on celebrations such as birthdays, Diwali, Christmas, Hanukah etc and to talk about them and why they are celebrated.</p>	<p>To learn and talk about modes of transportation.</p> <p>To be able to identify the different types of vehicles they see on the road.</p> <p>To begin to use a wide range of</p>	<p>To learn and talk about a range of people who help us and how.</p> <p>To listen to a range of stories and retain key vocabulary.</p> <p>To be able to answer questions</p>	<p>To learn and talk about the different lifecycles of plants and animals.</p> <p>To listen to a range of stories and retain key vocabulary.</p> <p>To be able to answer questions</p>	<p>To learn and talk about the different lifecycles of plants and animals.</p> <p>To listen to different Nursery rhymes and be able to join in, singing words confidently and clearly.</p>

<p>Daily worship and weekly Interventions. Wellcomm is used to ensure that each child is making good progress throughout the year</p> <p>DAILY STORY TIME and NURSERY RHYMES</p>	<p>Develop communication that can be understood by others.</p>	<p>To listen to, and follow simple instructions.</p>	<p>vocabulary in the correct context.</p> <p>To talk in short sentences that others can understand.</p> <p>To listen to, and follow simple instructions and respond to questions appropriately</p>	<p>and share opinions using the relevant vocabulary.</p> <p>To be able to talk about the setting, characters and the structure of the story.</p>	<p>and share opinions using the relevant vocabulary.</p> <p>To be able to talk about the setting, characters and the structure of the story.</p> <p>To be able to use connectives e.g. Once upon a time and then.</p>	<p>To be able to ask and answer questions and share opinions using the relevant vocabulary.</p> <p>To be able to talk about the setting, characters and the structure of the story with confidence.</p>
<p>Personal Social and Emotional Development</p>	<p>The development of a child's personal, social and emotional skills is crucial for them 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</p>					
<p>Personal Social and Emotional Development</p> <p>Throughout the year oral hygiene will be promoted.</p>	<p>To be settled in nursery and follow the nursery routine.</p> <p>To establish self-care needs and routines such as Hand washing and toileting.</p>	<p>To follow the rules and boundaries of nursery.</p> <p>To be more independent with my self-care eg start to put my coat on, prepare my own snack</p>	<p>To be able to talk about my emotions and how someone else is feeling</p> <p>To be able to talk about Similarities and Differences in people</p>	<p>To be able to talk about Similarities and Differences in people, places and objects.</p> <p>Throughout the year oral hygiene will be promoted.</p>	<p>To be able to start to make Healthy Choices (exercise, food, keeping safe)</p> <p>Throughout the year oral hygiene will be promoted.</p>	<p>I am independent and ready to go to school</p> <p>Throughout the year oral hygiene will be promoted.</p>

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In addition the 'My Life' scheme of work is followed.	All about me Me, My World	Celebrations	Friendships / My Feelings	What do people do all day?	Looking after myself / staying safe	Being Healthy / Growing Up
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	<p>Fine Motor skills are taught consistently throughout the year with opportunities to practise daily in our Fine Motor Interventions and Continuous Provision. As skills progress the complexity is increased as appropriate (example progressions suggested 3-4 years.)</p> <p>Fine motor skills include:</p> <ul style="list-style-type: none"> • Threading (bangles onto a post, larger beads, smaller bead, threading cards, needles and large hole material) <ul style="list-style-type: none"> • Pincer movements (nuts and bolts, pom poms, tweezers, spray bottles, pasta and pipe cleaners) <ul style="list-style-type: none"> • Playdough (clay / small parts to add/ threading cheerios, rolling pins cutters , knives) <ul style="list-style-type: none"> • Peg boards (Large wooden pegs, small plastic pegs, tap a shapes) <ul style="list-style-type: none"> • Puzzles (wooden puzzles, 10 piece puzzles, 20 piece puzzles) • block play (large and small wooden blocks, duplo, mega blocks, lego) <ul style="list-style-type: none"> • Finger play Rhymes (pointing to larger motion, finger play) <ul style="list-style-type: none"> • Tearing paper • Scissor skills (training scissors, snipping, cutting straight lines, Cutting curved lines) • Mark making tools (chunky crayons, chunky chalk, chunky brushes, finer brushes, pencils,) 					
Physical Development	Shoulder Pivot	Elbow Pivot	Wrist Pivot	Squiggle while you wiggle	Around the body Dough Gym	Isolate and move individual fingers

<p>Mark Making (possible progression 3-4)</p>	<p>Squiggle while you wiggle Up / down Side / side</p>	<p>Squiggle while you wiggle Round and Round</p>	<p>Squiggle while you wiggle Arches and spirals Writing First Letter of Name Use some of their print and letter knowledge in their early writing (3)</p>	<p>Figure of 8 Dough Gym Use some of their print and letter knowledge in their early writing (3)</p>	<p>Use some of their print and letter knowledge in their early writing (3) Write some or all of their name. (3)</p>	<p>Dough Gym Write some letters accurately. (Lit 3) Write some or all of their name. (3)</p>
<p>Gross Motor Daily opportunities for Gross Motor Development Large Block Play Squiggle While you wiggle Yoga "Brain breaks" Daily Mile</p>	<p>Move to music Ride a ride on / scooter / balance bikes Takes weight on hands and knees, tummy down, like a table. Can lift up one foot or hand at a time. Can push a large object (wheelbarrow). Jumps with two feet along a line of floor markers.</p>	<p>Move to music Ride a ride on or scooter / balance bikes Stands on a floor marker on two feet, bends down and picks up an object from the floor. Sweep with a large brush (eg leaves) Can hop and march.</p>	<p>Yoga Passes a balloon from hands to feet and back again while lying on back. Pass a ball around body Pass a ball over and under</p>	<p>Yoga Walks up stairs, putting one foot on each step. Can jump on two feet.</p>	<p>Pedals a tricycle. Can catch a balloon.</p>	<p>Can walk backwards and sideways. Shows good spatial awareness. Claps in time to music. Can catch, kick, throw and bounce a ball. Can use a balance bike.</p>

Indoor/Outdoor PE	Gymnastics: In The Jungle To develop a range of skills including rolling, crawling, bending, balancing, stamping, jumping.	Dance: Celebrations To experiment with different ways of moving e.g. slithering, shuffling, jumping, sliding. To combine different movements with ease and fluency. Eg: Ludi Dance, Nativity Dance, Dragon Dance, Rainbow Dance	Best Of Balls To develop the ability to control a bean bag or ball in a range of ways. To develop the ability to throw accurately at a target. To be able to throw underarm To start to develop the ability catch and bounce a ball. To develop the ability to kick a ball.	Gymnastics – Jumping Jacks To develop the ability to jump in a range of ways from one space to another. To control my body when jumping and balancing. To create a sequence using a jump and a balance. To develop the ability to roll in a range of ways. To control my body when rolling in a range of ways. To perform a sequence with confidence and control.	Invasion Games To negotiate space successfully in racing and chasing games with others. To run skilfully, adjusting speed or direction to avoid obstacles. To develop the ability to throw accurately at a target. To be able to throw underarm To start to develop the ability catch and bounce a ball. To develop the ability to kick a ball	Athletics -Sports Day Running – To run in different ways for a variety of purposes. Jumping – to jump in a range of ways, landing safely. Throwing – To roll equipment in different ways. Throw underarm. Throw an object at a target. Tactics and Rules – to take turns, take part in a team race and follow simple rules
Literacy	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)					
Literacy Skills	To be able to mark make and identify their marks. To recognise familiar	To start to find and identify familiar letters, e.g. letters in their names. To	To begin to attempt writing familiar letters, e.g letters in their	To be able to mark make and give meaning to their marks.	To be able to mark make and give meaning to their marks.	Children are able to identify some initial sounds.

<p>Phase 1 phonics aspect 1-7 will be explored daily</p>	<p>logos and labels within the environment.</p>	<p>talk about and retell a range of familiar stories. To begin to explore initial sounds in familiar words</p>	<p>name. Adults will consistently model correct formation.</p> <p>To find and identify familiar letters, e.g. letters in their names.</p> <p>To talk about and retell a range of familiar stories.</p>	<p>To begin to identify the pictures linked to RWI sound. To begin to form some letters correctly, e.g. letters in their name.</p>	<p>To start identify the pictures linked to RWI sound. To begin to form some letters correctly, e.g. letters in their name.</p>	<p>Children may be able to identify and Continue a rhyming string Children may be able to segment and blend familiar CVC words. Make predictions about a story using the relevant vocabulary with independence.</p> <p>To mark make for a purpose and be able to talk about the marks.</p>
<p>Literacy Knowledge</p> <p>Phase 1 phonics aspect 1-7 will be explored daily</p>	<p>To know that text can be used as a form of identification. To know that text has a meaning. To know that text is read from left to right and top to bottom in English. To name and talk about the different parts of a book, e.g. front cover/ back cover/ spine/ pages</p>	<p>To know that letters are used to make up words. To know that each letter makes a sound – focussing on sounds in their names. To learn that stories have a sequence; beginning, middle and end. To know that text is read from left to</p>	<p>To know that each letter makes a sound – focussing on sounds in their names. To join in with repetition within stories and rhymes. To be able to talk about different parts of the story</p> <p>To name and talk about the different parts of a book, e.g.</p>	<p>To be able to talk about their marks with confidence.</p> <p>To talk about some initial sounds that they see / hear</p> <p>To join in with repetition within stories. To be able to talk about different parts of the story.</p>	<p>To know that letters make sounds.</p> <p>To talk about some initial sounds that they see / hear</p> <p>To join in with repetition within stories. To be able to talk about different parts of the story</p>	<p>To know that blending sounds makes words. To start to be able to segment sounds in CVC words. To know that letters make sounds. To join in with repetition within stories. To engage in extended</p>

	To learn a range of Nursery Rhymes.	right and top to bottom in English. To name and talk about the different parts of a book, e.g. front cover/ back cover/ spine/ pages	front cover/ back cover/ spine/ pages			conversations about stories.
Phonics - letter of the week	Phonic Sounds: set 1 m a s d t	Phonic Sounds: set 1 i n p g o	c k u b f	e l h r j	v y w z q x	Phonic Sounds (writing): set 1 m a s d t i n p g o c k u b f e l h r j v y w z q x
Mathematics	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.					
Mathematics Counting rhymes and songs. Maths in Continuous provision eg: numbers. Shapes. Loose parts (counting), loose parts (size, shape, weight, capacity), puzzles, rulers, clocks, scales,	Early Mathematical Experiences Counting rhymes and songs. Subitise Subitise within 3. Create their own patterns for numbers within 4. Use fingers to represent quantities which they can subitise. Cardinality, ordinality and counting Relate the counting sequence to cardinality, seeing that the last number spoken gives the number in the entire set. Develop an understanding that anything can be	Subitise Subitise within 5. Cardinality, ordinality and counting continue to develop their counting skills. Explore the cardinality of 5, linking this to dice patterns and 5 fingers on 1 hand. Begin to count beyond 5. Begin to recognise numerals, relating these to quantities they can subitise and count. Composition Explore the concept of 'wholes' and 'parts' by looking at a range of objects that are composed of parts,	Subitise Explore patterns within 5, including structured/ random arrangements. Explore patterns made by some numbers greater than 5, including structured patterns in which 5 is a clear part. Experience patterns which show a small group and '1 more' Match arrangements to finger patterns. Cardinality, ordinality and counting Develop verbal counting to 20 and beyond. Continue to develop object counting skills,	Subitise Explore symmetrical patterns, in which each side is a familiar pattern, linking this to 'doubles'. Cardinality, ordinality and counting Continue to consolidate their understanding of cardinality, working with larger numbers within 10. Become more familiar with the counting pattern beyond 20. Composition Explore the composition of odd and even numbers, looking	Subitise Continue to practise increasingly familiar subitising arrangements, including those which expose '1 more' or 'doubles' patterns. Use subitising skills to identify when patterns show the same number but in a different arrangement, or when patterns are similar but have a different number. Subitise structured and unstructured patterns, including those which show numbers within 10, in	Subitise Continue to practise increasingly familiar subitising arrangements, including those which expose '1 more' or 'doubles' patterns. Cardinality, ordinality and counting Continue to develop verbal counting to 20 and beyond Composition Continue to explore the composition of 10. Show that some numbers to 10 can be split into 2 equal parts. Comparison

	<p>counted, including actions and sounds.</p> <p>Composition See that all numbers can be made of 1s. Compose their own collections within 4.</p> <p>Comparison Use the language of comparison, including 'more than' and 'fewer than'. Compare sets 'just by looking'</p> <p>2D Describe 2D shapes</p> <p>Measures Estimate, order compare, discuss and explore capacity,</p> <p>Positional Language Describe position accurately</p>	<p>some of which can be taken apart and some of which cannot. Explore the composition of numbers within 5.</p> <p>Comparison Compare sets using a variety of strategies, including 'just by looking', by subitising and by matching. Compare sets by matching, seeing that when every object in a set can be matched to one in the other set, they contain the same number and are equal amounts.</p> <p>Size compare and order size</p> <p>Shape and pattern Describe and sort 2D/3D shapes Recognise and create patterns</p>	<p>Continue to link counting to cardinality, using their fingers to represent quantities between 5 and 10. Order numbers, linking cardinal and ordinal representations of number.</p> <p>Composition Explore the concept of 'wholes' and 'parts' by looking at a range of objects that are composed of parts, some of which can be taken apart and some of which cannot. Explore the composition of numbers within 5.</p> <p>Comparison Continue to compare sets using the language of comparison, and play games which involve comparing sets. Continue to compare sets by matching, identifying when sets are equal. Explore ways of making unequal sets equal.</p> <p>Measures Compare size. Estimate, compare and order lengths</p> <p>Positional Language Describe position accurately</p>	<p>at the 'shape' of these numbers. Begin to link even numbers to doubles</p> <p>Begin to explore the composition of numbers within 10.</p> <p>Comparison Compare numbers, reasoning about which is more, using both an understanding of the 'howmanyess' of a number, and its position in the number system.</p> <p>Size compare and order size</p> <p>Shape and pattern Describe and sort 2D/3D shapes</p> <p>Positional Language Describe position accurately</p>	<p>relation to 5 and 10. Identify when it is appropriate to count and when groups can be subitised.</p> <p>Cardinality, ordinality and counting Continue to develop verbal counting to 20 and beyond, including counting from different starting numbers. Continue to develop confidence and accuracy in both verbal and object counting.</p> <p>Composition Explore the composition of 10.</p> <p>Comparison Order sets of objects, linking this to their understanding of the ordinal number system.</p> <p>Measures Describe capacities Describe size</p>	<p>Comparing groups of the same object with a big difference in number, and then a small difference. Comparing by looking, then by matching 1-to-1. Understanding when groups have an equal amount. Comparing groups of objects that are of different sizes, colours or attributes. Beginning to generalise about '1 more/1 less' within 10 developing a sense of magnitude, e.g. knowing that 8 is a lot more than 2, but that 4 is only a little bit more than 2.</p> <p>Positional language Describe position accurately. Days of the week</p> <p>Measures Describe capacities Compare volumes Compare weights Estimate, compare and order lengths.</p> <p>Shape and pattern Recognise and create symmetrical patterns.</p>
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<p>Understanding The World</p>	<p>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 the local church and attending a music festival, 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.</p>					
<p>Understanding The World Geography</p>	<p>I can talk about where I live – Tenbury I can talk about where my (extended) family live I can talk about places I go with my family</p>	<p>I can talk about Autumn and the <u>changing</u> seasons. I can talk about some of the different festivals in the UK around the world.</p>	<p>I can talk about different ways of travelling I know a map shows me a representation of a place. I can use simple directions eg to talk about how to get to school.</p>	<p>I can talk about Spring and the <u>changing</u> seasons. I can talk about the different jobs that people do, including to keep me safe and different jobs around the world.</p>	<p>I can talk about different habitats – eg farm/jungle I can talk about Similarities and Differences in places / habitats. I can talk about the lifecycle of a plant and what plants need to grow. I know that food is grown locally and around the world</p>	<p>I can talk about different habitats – eg water / I can talk about Summer and the <u>changing</u> seasons.</p>

<p>Understanding The World History</p>	<p>I can talk about different members of my family.</p>	<p>Celebrations of the Past I can talk about Celebrations that I have experienced.</p>	<p>I can talk about different types of transport Old and New eg steam train</p>	<p>I can talk about different occupations from the past I can talk about how jobs have changed over time</p>	<p>I can talk about what I am going to do in the future. I can talk about changes – eg How a plant grows from a seed over time. I can sequence events eg growth</p>	<p>I can talk about human growth and changes over the past. I can talk about how I am going to change in the future I can talk about my memories of nursery.</p>
<p>Understanding The World Science</p>	<p>My Body – I can name some parts of my body. I can talk about the 5 senses I can talk about the weather. I know that summer is ending and it is autumn starting. I can talk about Harvest and crops.</p>	<p>I can talk about the 5 senses. I can talk about the weather. I know that its is autumn.</p>	<p>I know that vehicles need something to make them move. I know what a push and a pull are I can use my 5 senses to explore materials I can talk about how materials change state- eg melt / freeze I can talk about the weather and the changing seasons..</p>	<p>I know that it is Winter I can talk about the weather in Winter I can talk about changing states eg ice to water.</p>	<p>I can talk about the lifecycle of a plant and what plants need to grow. I can talk about the lifecycle of a butterfly</p>	<p>I can talk about staying healthy (food, water, exercise, teeth) I know I live on planet Earth</p>

<p>RE Gloucestershire Scheme</p>	<p>Children in EYFS should encounter religious and non-religious worldviews through special people, books, times, places and objects and by visiting places of worship. They should listen to and talk about stories. Children can be introduced to subject-specific words and use all their senses to explore beliefs, practices and forms of expression. They ask questions and reflect on their own feelings and experiences. They use their imagination and curiosity to develop their appreciation of, and wonder at, the world in which they live.</p>					
<p>RE Gloucestershire Scheme</p>	<p>Why is the word 'God' so important to Christians? Talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world Retell stories, talking about what they say about the world, God, human beings Think about the wonders of the natural world, expressing ideas and feelings Say how and when Christians like to thank their Creator Talk about what people do to mess up the world and what they do to look after it.</p> <p>Harvest Festival</p>	<p>Why is Christmas special for Christians? Talk about people who are special to them Say what makes their family and friends special to them Recall simply what happens at a traditional Christian festival (Christmas) Begin to recognise the word 'incarnation' as describing the belief that God came to Earth as Jesus. Retell religious stories, making connections with personal experiences.</p> <p>Remembrance Day Christmas Diwali Hanukkah Holi</p>	<p>Being special: where do we belong? Retell religious stories making connections with personal experiences. Share and record occasions when things have happened in their lives that made them feel special Recall simply what happens at a traditional Christian infant baptism and dedication Recall simply what happens when a baby is welcomed into a religion other than Christianity.</p> <p>Chinese New Year Shrove Tuesday / Ash Wednesday</p>	<p>Why is Easter special for Christians? Recognise and retell stories connected with celebration of Easter Say why Easter is a special time for Christians Talk about ideas of new life in nature Recognise some symbols Christians use during Holy Week, e.g. palm leaves, cross, eggs, etc., and make connections with signs of new life in nature Talk about some ways Christians remember these stories at Easter.</p> <p>Shrove Tuesday Mother's Day Palm Sunday Easter</p>	<p>Which places are special and why? Talk about somewhere that is special to themselves, saying why Recognise that some religious people have places, which have special meaning for them. Talk about the things that are special and valued in a place of worship Begin to recognise that for Christians, Muslims or Jews, these special things link to beliefs about God Get to know and use appropriate words to talk about their thoughts and feelings when visiting a church. Express a personal response to the natural world.</p>	<p>Which stories are special and why? Talk about some religious stories. Recognise some religious words, about God. Identify some of their own feelings in the stories they hear Identify a sacred text e.g. Bible, Torah. Talk about some of the things these stories teach believers e.g. what Jesus teaches about being friends with the friendless in the story of Zacchaeus; what Jesus' story about the ten lepers teaches about saying 'thank you', and why it is good to thank and be thanked; what the Chanukah story teaches Jews about standing up for what is right), etc.</p> <p>Father's Day</p>
<p>Expressive Arts and Design</p>	<p>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-</p>					

	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.					
Expressive Arts and Design Art and Design	Mark Making, Lines and Splatter Pictures I can make a range of marks I can experiment with a range of mark making tools and resources. I can draw lines I can make a splatter picture	Moulding and Sculpting, Texture I can mould and sculpt with playdough and clay I can explore materials with different textures.	Colour I can name some colours I know I can make new colours by mixing 2 others I know how to make colours lighter or darker	Nature Pics (Goldsworthy) I know Goldsworthy is an artist I can make a picture out of natural loose parts.	Patterns (Potato) Printing I can talk about different patterns I can create a picture using patterns I can use objects to print with	Collage Matisse I know Matisse is an artist I can create a collage out of a range of resources.
Expressive Arts and Design Music	Instruments and Rhythm I can name some simple percussion instruments I can play some simple percussion instruments. I can play along with a simple rhythm	Beat and Rhythm World Nursery Rhyme Week I can follow the beat in a piece of music I can play fast / slow I can play along with a more complex rhythm	Pitch Dynamics I can play loud / quiet I can say if the pitch is high or low	Instruments I can name some simple percussion instruments I can play some simple percussion instruments. I can name some other instruments and say how they are played	Singing Songs Pitch match Melodic shape Match I can sing a range of songs from memory I can sing the correct pitch of a note I can copy the melodic shape of a tune or song	Music and feelings Clap a rhythm Perform a song I can clap the rhythm of a tune or song I can perform a song or rhyme I can say how a piece of music makes me feel

<p>EAD DT</p>	<p>Construction Joining Materials</p> <p>I know how materials can be combined and changed</p> <p>I know how materials can be formed and shaped</p>	<p>Structures</p> <p>I know how materials can be combined and changed</p> <p>I know how materials can be formed and shaped</p> <p>I know about materials thinking about uses and purposes.</p>	<p>Mechanisms</p> <p>I know how materials can be combined and changed</p> <p>I know how materials can be formed and shaped</p> <p>I know about materials thinking about uses and purposes.</p>	<p>Materials</p> <p>I know about materials tools and techniques.</p> <p>I know how to use tools safely</p> <p>I know how materials can be combined and changed</p> <p>I know how materials can be formed and shaped</p> <p>I know about materials thinking about uses and purposes.</p>	<p>Cooking and Nutrition</p> <p>I can work safely and hygienically.</p> <p>I know materials can be combined and changed</p> <p>I know some foods are healthy</p> <p>I can use some different techniques</p>	<p>Textiles</p> <p>I can thread a needle</p> <p>I can thread a needle through large hole</p> <p>I am learning to do running stitch</p>