



# Chatham Nursery School 2019-2020

This document sets out intended learning experiences by term. It is designed to support practitioner's planning and will be adapted flexibly to meet the needs, stages and interests of the children through short-term planning.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Predictable &amp; Seasonal Interests</b>	Autumn <b>Calderstones Park</b> New friends Families Diwali- <i>light/colour</i> Halloween <b>Black history month</b> All about me and my family <b>Nursery Rhymes</b>	Winter <b>Weather</b> Bonfire Night <i>Nursery Rhymes</i> <b>Celebrations</b> Christmas <b>Greenacres Farm</b> <b>Recycling/Craft day</b> <b>Bookworms Theatre</b> <b>Library Launch</b> <i>Space and Superheroes</i> <i>Farmer Teds</i> <i>Detectives / Crime Scene</i>	Chinese New Year <b>Animals</b> <b>China town Trip</b> <b>Allotment</b> <i>Spring</i> <b>Pancake Day</b> <i>Easter</i> <i>Traditional tales</i> <i>Bug Hunt</i>	<i>Spring</i> <i>Growing</i> <i>New life</i> <i>Chick and duckling hatching</i> <i>Birds</i> <i>Zoo/Farm animals</i> <b>Pancake Day</b> <b>Easter</b> <b>World Book Day</b> <i>Traditional tales</i> <b>Giant</b> <b>Rice Lane</b>	Summer Living things Farm animals <b>Acorn Farm visit</b> Life cycles Decay <b>Bug hunt</b> <i>Superheroes</i> <b>Allotment</b> <b>Environmental Day</b> <i>Staying Healthy</i> <b>Spring</b> <b>Growing</b> <b>New life</b>	Summer <b>Holidays-Days out</b> Wild animals <b>Chester Zoo</b> New schools transition Jungle/Safari <b>Knowsley Safari Park</b>
<b>Strand</b>	<b>Intended Sequence of Learning`</b>					
	<b>Communication and Language</b>					
<b>Language for Thinking</b>	Commenting on their own activity Follow instructions during play <b>Discussing likes and dislikes</b>	Talking about what is happening now and next Using talk in pretend play to say what is happening Develop an understanding of simple questions	Expressing ideas and recounting a past event in order	Relating stories to their own experiences Making predictions about endings and giving suggestions Developing an understanding of questions how, when, where, why Children will have lots of opportunities to talk about their own journey experiences. Children will be encouraged to record journeys they have made and share their memories with their peers.	Use language in role to recreate roles and experiences and the lives of other people	Talking about feelings of story characters

<p><b>Social Communication &amp; Narrative</b></p>	<p>Seeking out others to share experiences Expressing own interests Using simple language of feelings Holding conversations about themselves and their family Communicate own needs Initially this term we will be raising confidence to speak in a small family group, building up our vocabulary and above all settling into Nursery and communicating with other children. We will be introducing our news time, talking about our homes and our families.</p>	<p>Using a variety of questions – what, where, who? Gain confidence to communicate with a range of adults and children Keeping play going by responding to what others say. Initiating conversations with others We will be developing our listening skills and gaining an understanding of how and why questions. We will be joining in rhymes and stories and talking about the main parts of the story.</p>	<p>Using talk to resolve disagreements Planning activities with others Taking turns in conversation Talk about own drawings and work to others</p>	<p>Express likes and dislikes clearly and give reasons why they think this Begin to incorporate a storyline into their pretend play</p>	<p>Use language to act out an imaginary role with other children Begin to use language influenced by books in their own play</p>	<p>Giving a coherent account of a story or past event, retelling in the correct order and providing details</p>
<p><b>Semantics (words and their meaning)</b></p>	<p>Vocabulary of classroom and routines – leader, register Language of feelings and emotions – sad, happy, cross Language of quantity – more and less</p>	<p>Language of movement – gallop, slither, strong, gentle Names of planets Vocabulary of space exploration- shuttle, rocket, blast off, zoom, voyage, discovery, space station, astronaut</p>	<p>Names of animals and their young Naming animal sounds Adjectives to describe animals Collective nouns for groups of animals.</p>	<p>Names of trees Vocabulary of growth and planning – seed, sow, root, stem, leaf, bud Vocabulary of chick hatching – pipping, hatching, brooder</p>	<p>Names of emergency services and vehicles / parts Equipment used by emergency services Names of jobs – secretary, hairdresser, dog groomer</p>	<p>Appreciating that there are others languages Vocabulary of travel – passport, map, route, destination Vocabulary of transport Floating and sinking</p>
<p><b>Syntax and morphology (grammar)</b></p>	<p>Speaking in simple sentences Understanding who what where in simple questions Using word endings e.g. plural – cats. Understanding many and few</p>	<p>Link ideas together using connectives and but Understanding pronouns his and her Understanding first and last Understanding long and short</p>	<p>Developing comparatives bigger, longer, smaller Developing the meaning of why</p>	<p>Linking sentences using because Understanding opposites: wet/dry</p>	<p>Understanding what where and why questions in relation to stories Understanding same and different</p>	<p>Understanding sentences containing either and or Developing understanding of the word when</p>
<p><b>Personal Social &amp; Emotional</b></p>	<p>Settling children in Separating from main carer Rules and Routines Modelling play and behaviour Building on children's independence and confidence – selecting resources. Encourage to choose another child to play with. Children's names Expressing emotions. Class Rules Asking an adult for help</p>	<p>Reflecting on experiences and relate one experience to another Taking part in small and large group activities and celebrations Forming positive relationships with adults and peers – cooperating, sharing, turn taking and making attachments. We will be focusing on being kind towards our friends, initiating conversations, forming good friendships and speaking about our own needs, wants, interests and opinions and beginning to accept the need of others to take turns, share and keeping play going by responding to others</p>	<p>Looking after the: environment Show care and concern for others – plants, caterpillars, Bring pictures of pets from home.  Developing social skills such as working together and helping others. We will be developing a knowledge of how to care for ourselves and our pets – how to be a good pet owner.</p>	<p>Showing sensitivity and respecting others Showing care for other living things in the environment Seeing things from a different point of view</p>	<p>Discerning differences and similarities between people's lives Understanding of the breadth of jobs in society Awareness of the purpose of different jobs – looking after others, education, health, fixing things, retail etc.</p>	<p>Understanding that different is not better or worse Respect of different cultures around the World. Exploring different cultures and religions. Tasting different foods and expressing opinions That people speak different languages Some people communicate in different ways e.g. Braille and Signing</p>

<b>Moral &amp; Spiritual</b>	Strategies for coping with frustration and making mistakes Knowing that they are valued as part of the class Knowledge that there are different religions e.g. Hinduism The story of Rama and Sita	Strategies for coping with frustration and making mistakes Knowledge of Christmas story <b>Knowledge that Hanukkah is a Jewish celebration</b>	Understand the difference between fair and unfair through discussion and modelling Discussing the wonder and beauty of the natural world – different animals	Understanding of the difference between right and wrong. The wonder and beauty of the outdoors, new life and growth.	Knowing that their rights will be respected but that others also have a right to be respected Understanding that people have different needs	Considering the consequences of words and actions for self and others Understanding of what makes them special and unique
<b>Gross Motor</b> <ul style="list-style-type: none"> <li>• <b>Jumping</b></li> <li>• <b>Running</b></li> <li>• <b>Climbing</b></li> <li>• <b>Balancing</b></li> <li>• <b>Lifting</b></li> <li>• <b>Pulling</b></li> <li>• <b>Skipping</b></li> <li>• <b>Hopping</b></li> <li>• <b>Throwing</b></li> <li>• <b>Catching</b></li> </ul>	Jumping off an object and landing safely Awareness of space in relation to self and others Big movements moving to small movements. Travelling in different ways, pathways, direction and at height Pedalling bikes Jumping Running Ribbon dances Moving bodies in different ways	Respond to physical challenges stop/go games Obstacle courses to travel along Movements based in vehicles Follow my leader Action songs Tyres Moving like a firework and rocket – running, changing direction Fast/slow games	Travel around, under, over and through equipment Move forwards, backwards, sideways Moving like animals – crawling, skipping, hopping, slithering Dancing like animals- <b>carnival of the animals</b> <b>Dragon Dance</b>	Travel around, under, over and through equipment Move forwards, backwards, sideways Throwing at a target Pulling and pushing Building dens and tents	Responding to instructions when moving physically Combine a sequence of movements Catching beanbags Moving like vehicles – changes of speed and direction <b>Climbing like a fireman up a ladder</b>	Responding to instructions when moving physically Combine a sequence of movements Catching balls Skipping
<b>Fine Motor</b> <ul style="list-style-type: none"> <li>• <b>Squeezing</b></li> <li>• <b>Threading</b></li> <li>• <b>Rolling</b></li> <li>• <b>Cutting</b></li> <li>• <b>Spreading</b></li> <li>• <b>Grasping</b></li> <li>• <b>Clenching</b></li> <li>• <b>Pinching</b></li> <li>• <b>Hammering</b></li> </ul>	Using jugs to pour drinks Use of funnels, water wheels and pumps Introduction to playdough Dough disco Jigsaws Threading leaves on wire Making divas by manipulating clay Safe use of scissors Holding scissors correctly	Safe use of scissors to cut fringe in paper Drawing circles and lines Safe use of scissors Holding scissors correctly We will be starting to give meanings to the marks that we make through our Christmas news mark making. We will practise finding our names and recognise familiar signs and logos too.	Use of scissors to cut through paper from one side to the other Zig zag patters with writing tools – animal patterns	Garden activities involving digging, tubs, forks Scissors: cutting through paper, straws and card. Clockwise and anticlockwise, up and down movements with mark making implements	Construction kits for vehicles Making emergency vehicles with woodwork Moving paper as they cut around a shape with scissors Writing movements- robots arm, long ladder, curly caterpillar	Cutting around a shape with scissors Writing letter shapes as modelled S,A,T,P,I,N Hold a pencil correctly
<b>Health Bodily Awareness Self-care</b>	Introduction to independent snack Hand washing Clearing up after snack Toilet rules Finding own coat and belongings Attempt own coat, shoes, wellies Healthy and unhealthy food Nose blowing – catch it, bin it, kill it. (nose blowing station)	Safety during exercise Knowing own physical limitations Clothing appropriate for cold weather and different weather types Nose blowing – catch it, bin it, kill it. (nose blowing station)	Food groups – meat from animals, vegetables, fruits Talk about healthy and unhealthy foods Bites and stings The children will be enjoying music from around the world, continuing to enjoy movement and developing awareness of dancing from around the world. Such as Africa linked to 'Giraffes can't dance'	Discuss the changes that happen to their bodies as they exercise Risk assessment outdoors First aid outdoors Risk of infections from soil Use of gloves and safe use of tools when working outdoors Risk assessment class (children with cystic fibrosis)	The importance of keeping hydrated in summer The children need for shade on a hot day Dental health – visit from dental health	Talk about the importance of keeping healthy and the things that contribute to this: Diet Sleep Exercise Keeping safe in the sun
<b>Handwriting</b>	Exposure to different textures	Large shoulder movements – ribbons fixed to sticks Throwing	Dancing in response to animal movements Carnival of the animals	Painting with more detail Outdoor painting	Anticlockwise movements and retracing vertical lines with writing implements	To hold a pencil effectively Forming letters correctly as they are taught – s,a,t,p,l,n...

	Finger rhymes for dexterity & puppets Manipulating objects with increasing control – Playing instruments Cutting Pouring into small cups Naming their work Building a stable tower with blocks Pumpkin diary	Batting suspended balls Patterns in snow foam Naming their work Signing in for snack / registration	Development of positional and spatial language – top, bottom, across Gruffalos Menu Writing	Using elastic bands and other means of building dens and fixing and joining Bean Diary		
<b>Reading</b> <ul style="list-style-type: none"> <li>• Rhyme</li> <li>• Fiction</li> <li>• Non-fiction</li> <li>• Poems</li> </ul>	Recognise own name in print Sharing favourite books Singing favourite nursery rhymes Handling books carefully Behaving as a reader Naming story characters Know the terms title and author Listen to stories in a small group Identifying and naming different sounds in third environment	Recognise own name in print Knowing that print carries meaning Using pictures to retell a story they know well Discussing story characters and saying an opinion Behaving as a reader by turning pages and reading from front to back Know the terms title and author Awareness of print in the environment – signs, labels around school Making different vocal sounds – alarm clock, car, phone ringing	Recognise own name in print Choosing books for themselves and talking about reasons why Differentiating between print and pictures Understanding that stories have a beginning middle and ending Making animal noises with their voices Identifying animal noises  The children will be joining in with popular rhymes, reading patterned stories and talking about the characters and setting. They will be looking at information books and finding out interesting facts.	Recognise own name in print Relate a story to their own experiences Talk about the plot of a story and main characters Understanding of the language of traditional stories “Once upon a time” Making comparisons between different stories Make up silly words beginning with the same letter Making up own stories Looking at Traditional Fairy tales, such as Jack and the Beanstalk, Little Red Riding Hood etc. Children will be encouraged to act out the tales during role play, describe the characters and learn a love of children’s literature.	Recognise own name in print Know that print is read left to right, top to bottom in English Innovating stories by changing the ending Print in the environment – Ambulance, police Putting three sounds together and saying the word (robot sound talk) Recognising Logos	Recognise own name in print Recognise the letters of their own name in different contexts Recognise some words of personal significance – mum, dad Read simple regular CVC words with the letters they have been taught Print in the environment- car badges, number plates, writing on planes and boats
<b>Mark-Making</b> <ul style="list-style-type: none"> <li>• Drawing</li> <li>• Writing</li> </ul>	Awareness of the difference between drawing and writing Awareness of opportunities to make marks around the setting – clipboards, writing area, writing shed, painting, foam, water and paint brushes etc. Distinguish between writing and drawing in books Experiment with marking making in play situations	Giving meaning to the marks they make Use the same mark to represent something – e.g. a family member Enclosing a space with lines to give form e.g. a circle for a head Copy some letters from own name Write in a controlled scribble in play (early symbolic writing) We’re going on an elf hunt	Recognising initial letter of their name and the sound it makes Collections of items beginning with initial sound in name Different animals – scale in drawing and representation e.g. long neck for giraffe Copy own name Use some conventional symbols in writing (not letters)	Write own name from memory Signing up for snack and activities Writing in mud outdoors Names in pebbles and sticks Plans and maps Write some letters to communicate ideas in play. Write names in sand	Writing individual letters and numbers in their writing – tally charts, surveys Write own name from memory	Knowing that words remain constant and can be read back Write simple regular CVC words with the letters they have been taught Writing own name with correct letter formations from memory We will be trying to write simple words describing transport vehicles, such as fast, big, slow etc. we will be reading some exciting book such as ‘we’re going on a bear hunt’

<b>Phonics</b>	<p>Environmental sounds</p> <p>Recall sounds they have heard Discriminate between sounds Describe sounds</p>	<p>Instrumental sounds and Body percussion</p> <p>Identify and name instruments Loud and quiet sounds Start and stop Contrasts in rhythm and loudness Steady beat</p>	<p>Rhythm and Rhyme</p> <p>Understand syllables in words Match rhyming pairs Copy the rhythm Change in tempo</p>	<p>Alliteration &amp; Voice sounds</p> <p>Identify initial sounds in words Reproduce the initial sound clearly Make up alliterative phrases Sustain listening throughout a story Distinguish between different vocal sounds Recognise own and other voices Character voices Use vocabulary to describe</p>	<p>Oral blending and segmenting</p> <p>Blend phoneme and recognise whole word Say the word and identify object Segment words into phonemes</p>	<p>Children are encouraged to begin 'blending' sounds into words.. Children will be taught S,A,T,P,I,N. Children begin to make (and read) words like at, sat &amp; pat.</p>
<b>Number</b>	<p>Encouraging use of number language in play Joining in with number rhymes and songs Counting objects 1:1 when arranged in a line Reciting number names to 5 Use some number names and number language accurately Offer comments or ask questions about numbers, demonstrating their curiosity Say some number names in sequence Show an awareness of numbers in their environment Recognise and continue repeating patterns</p>	<p>Reciting numbers forwards and backwards to 10 as a rocket countdown Recognise some numbers of personal significance Count forwards and backwards within the number sequence 1 to 5 Order numbers in the range 1 to 5 Recognise, say and identify numerals 1 to 5</p>	<p>Count a number of objects that they can move to check Count forwards and backwards within the number sequence 1 to 10 Recognise, say and identify numerals 1 to 9 Order numbers in the range 1 to 9 Say the number that comes after a given number within the number sequence 1 to 10</p>	<p>Count a number of objects that they can move to check Count forwards and backwards within the number sequence 1 to 10 Recognise, say and identify numerals 1 to 9 Order numbers in the range 1 to 9 Say the number that comes after a given number within the number sequence 1 to 10</p>	<p>Recognising numbers 1-10 Selecting numeral to represent 1-9 objects Count forwards and backwards within the number sequence 1 to 10 Use zero and the numeral to represent it Begin to use the ordinal language of 'first', 'second' and 'third' in practical contexts</p>	<p>Order numbers across the 10 boundary (e.g. 8 to 11) Recognise, say and identify numerals 0 to 9 and beyond Say the numbers that come before and after a given number within the number sequence 1 to 20 Recognise and continue patterns linked to number Begin to use the ordinal language of 'first', 'second' and 'third' in practical contexts</p>
<b>Counting &amp; Calculation</b>	<p>Show awareness of one-to-one correspondence through practical everyday experience Distinguish between quantities, recognising when a group of objects is more than one Begin to make comparisons between quantities Use some number language, such as 'more' and 'a lot'</p>	<p>Appreciate that numbers can identify how many objects are in a set Count up to five objects by touching each object and saying one number name for each item Know that the last number in the count gives the total Represent numbers up to five, using fingers Recognise groups with one, two or three objects Match groups with the same number of objects (one to three)</p>	<p>Represent numbers up to ten, using fingers Count reliably up to ten objects, including those that cannot be moved Count actions or sounds Count out a smaller number of objects (up to six) from a larger group Counting objects and actions that cannot be moved The children will be matching numerals to quantities, starting to record using marks, estimating and counting on mini beast hunts and making simple patterns.</p>	<p>Represent numbers up to ten, using fingers Count reliably up to ten objects, including those that cannot be moved Count actions or sounds Counting objects and actions that cannot be moved Match and compare the numbers of objects in two sets, recognising when the sets contain the same number of objects Move around, or partition and recombine small groups of up to four objects, and recognise that the total is still the same</p>	<p>Count reliably any arrangement of up to ten objects Instantly recognise, without counting, familiar patterns of up to six objects Begin to estimate how many objects can be seen and check by counting (up to ten) Find one more or one less than a number from 1 to 10 Partition and recombine small groups of up to ten objects</p>	<p>Find the total number of objects in two groups by counting all of them Introduce the empty set (0) Recognise that the number of objects in a set does not change if they are moved around Remove objects from a small group and count how many are left</p>

<b>Data Handling</b> <ul style="list-style-type: none"> <li>• Sorting</li> <li>• Representing</li> <li>• Matching</li> </ul>	Sorting Autumn treasures by colour, size, shape or any other criteria Sorting by function or category – leaves, conkers Tidying and putting things in the right place Recording personal info e.g. making a model of house Match 1:1 e.g. one biscuit per child	Match sets that have the same number of items Identify common properties of sets of objects e.g. they all have wings Representing numbers on fingers	Compare sets by saying which has more or less Sort compare bears by 2 criteria e.g. red, large bears/elephants Sort animals by criteria Discuss patterns on animal print Representing numbers on tally charts	Sort minibeasts by properties e.g. those with 6 legs, those that crawl/fly Order objects from largest to smallest	Continue a simple alternating pattern Order objects using different criteria e.g. width, length, weight	Sort different types of transport by a common property e.g. things that fly  Continue a numerical pattern e.g. 2 red beads, 1 blue bead  Take part in surveys- car colour, how do you come to school?
<b>Shape &amp; Space</b>	Showing interest in shapes by playing with shapes in the environment e.g. mosaic tiles, large shapes outdoors, jigsaws Engaging in block play areas Tidying up the environment by sorting, matching items to the correct group Sorting and categorising	Observing shapes in the environment Using positional language Using blocks to construct rockets and spaceships Talking about the shapes of everyday objects they see Matching shapes and orienting differently Using shapes to make representational model e.g. rocket Developing mental maps of shapes and which one is needed for a given space Distinguishing which of 2 containers holds more or less	Discussing how shapes are similar or different Differentiate between solid and flat shapes Developing tessellation by fitting 2d shapes together Developing mental maps of shapes and which one is needed for a space	Selecting a particular named shape Using shapes to cover an area e.g. crazy paving outdoors, creating a pathway Develop a simple understanding of symmetry e.g. ladybirds and butterflies Developing language of capacity – more, less, holds more than The children will be matching numerals to quantities, starting to record using marks, estimating and counting on mini beast hunts and making simple patterns. We will be developing positional language that of size. The children will develop a better understanding of 2d and 3d shapes.	Developing mathematical names for 2d and 3d shapes Exploring how shapes can be altered by cutting, folding, turning.	Using correct names for 2d and 3d shapes Giving directions for a journey using directional language left, right, forwards and backwards Describing a simple journey
<b>Measure:</b> <ul style="list-style-type: none"> <li>• Capacity</li> <li>• Time</li> <li>• Volume</li> <li>• Weight</li> </ul>	<b>Comparing heights, size, lengths of pumpkins shoe size, fitting correct sized clothing</b> Distinguishing between full and empty Exploring emptying and filling containers Talk about the routine of the day and anticipate events	Direct comparison <b>of lengths of rockets – which is the tall one?</b> Naming parts of the day- morning, afternoon, evening	Sorting objects into heavy and light objects Knowing the names of the seasons in order	Knowing what happens on different days of the week Using language of measure to compare – wide, taller, longer	Knowing the days of the week in order Using a balance to compare the weights of two objects	Make direct comparison and order three items by length, weight or capacity Using non-standard measures e.g. string, hand spans
<b>Investigation &amp; Exploration</b> <ul style="list-style-type: none"> <li>• Materials</li> <li>• Life Processes</li> <li>• Physical Processes</li> <li>• Weather</li> <li>• Seasons</li> </ul>	Seasonal changes Autumn treasures – naming, sorting categorising Exploring different textures Daily weather & vocabulary Exploring senses –and purpose of body parts Naming body parts Show curiosity about their environment <b>Materials</b> – explore natural and manmade materials, sort and classify	Learn about nocturnal animals Use senses to explore <b>Light and Sound-</b> Investigate ways of producing sounds e.g. linked to fireworks Identify the source of sounds Gain awareness of light sources Sort between light source and not Reflection and shadows. Understand that sound travels Understand the concept of silence	<b>Life processes</b> – distinguish between living and non-living Awareness of characteristics of living things Exploring the different types of animals. Sorting animals from different habitats and by a particular attribute What do animals eat and what do we get from them e.g. milk from a cow	<b>Life-Cycles</b> – caterpillars Mini-beasts Making observations of the chicks hatching <b>Life cycles</b> – growing and change – link to caterpillars/chicks Show a willingness to explore living things Record observations  Exploring the natural world.	<b>Materials</b> – discriminate between different materials Name some materials e.g. wood, plastic <b>Physics</b> - Forces and movement (vehicles) Pushing and pulling	<b>Physical</b> - magnetic and non-magnetic materials Floating and sinking (boats) <b>Materials</b> – investigating why certain materials are better for certain tasks e.g. in context of transport.

		<p>Knowing that the sun gives us light Knowing that darkness is the absence of light</p> <p><b>Materials-</b> gain awareness of sources of heat e.g. candles <b>Physics</b> – name some household appliances that use electricity Understand dangers of electricity</p>	<p><b>Materials</b> – that some materials come from animals e.g, leather</p> <p>We will be talking about our familiar world (<b>where we live and natural world</b>) and particularly looking at fossils. We will be making fossils and taking part in a dinosaur hunt.</p>			
<b>Place</b>	<p>Familiarisation with layout of the new setting Make observations of surroundings Walk to school and local park Food that helps us grow – where does it come from? Investigating a range of natural materials found in the locality Autumn walk</p>	<p>Gain awareness of different types of weather and its effects Keep a daily weather chart/record Suggest appropriate clothing Follow a simple direction around the school</p>	<p><b>Underwater animals</b> – Rainbow Fish. <b>Arctic Animals</b> <b>Jungle Animals</b> – ‘Walking through the Jungle’ <b>Farm animals</b></p>	<p><b>Awareness of own locality e.g, journey to school, local shops, park.</b> <b>Spring walk</b></p>	<p><b>Know where they live and say their address</b> <b>Extend their understanding that an adult can do a range of jobs</b></p>	<p>Identify some buildings around Liverpool / maps Maps Passports and timetables Flags, currencies food and languages. Exploring different maps/globe/Earth linked to where our family comes from Road safety</p>
<b>Time</b>	<p>Routine of the day Personal history – baby to toddler Family ages – differences between babies, themselves and adults. Rama and Siita- as troy set in the past.</p>	<p>Gunpowder Plot Remembrance Sunday – Christmas story – sense of the past. Extending understanding of yesterday/today/tomorrow</p>	<p>Understanding the concept of recently/ a long time ago Some animals are alive and others are dead. Some animals lived a long time ago (dinosaurs)</p>	<p>Historical interpretation – traditional tales Difference between fact and fiction</p>	<p>Use sources to gain information <b>Eg. Gardening and life cycles e.g. use photos to find out about life in the past , transport in the past. People in history who helped others – Florence Nightingale.</b></p>	<p><b>Transport in the past – steam, horse and carts</b> <b>Liverpool in the past – compare and contrast Old toys and games</b> <b>Stories about the past and different cultures</b></p>
<b>Cultures Families Diversity</b>	<p>Talking about family life and customs Sharing photographs of family members Different types of families Diversity in people – hair colour, eyes etc Appreciation of different foods around the world Understanding of Diwali Sign along as a different form of communication.</p>	<p>Advent and Christmas customs in different families The joy of travel, Children will be encouraged to think about why we use transport and how we can benefit from visiting a relative or visiting another country for example.</p> <p><b>Hanukkah - understanding of some customs in the Jewish tradition</b></p> <p>Looking at festivals and celebrations from other cultures the children will learn to appreciate that different cultures have different traditions. Developing a respectful attitude towards</p>	<p>Guide dogs for the blind – understanding that people communicate in different ways e.g. braille, singing Understanding that some people have physical disabilities and use mobility aids e.g. wheelchairs. Appreciation of the customs of Chinese new year We will be talking about special times or events for family and friends and taking part in cookery tasks such as making hot chocolate and comparing to milkshake.</p>	<p>Different diets – vegetarian foods. Different traditional stories from other cultures.</p> <p>Children will be looking at how different people celebrate, we will be designing and making invitations and cards on the computer, looking at how different celebrations.</p>	<p>Appreciation of different jobs that people do Individual liberty and ability to make choices in life Mothers and babies Unique skills and talents Challenging gender stereotypes in job roles. The map of the world will be a constant source of inspiration, locating the countries that different animals are from such as Gerald the giraffe. We will be making our own maps and discussing where we have travelled</p>	<p>Exploring different festivals and cultures each week and how these are celebrated around the World. Dressing up in different Clothes- <b>School uniforms</b> Exploring different customs and foods Children will be studying Building around the world, sharing their existing knowledge and developing their understanding of the world. We will also be looking at building materials of homes relating back to the three little pigs, Rapunzel (tower) jack and the bean stork (castle) etc.</p>

		other cultures and appreciating diversity within our community				
<b>Celebrations Festivals Traditions</b>	Macmillan Coffee Morning Diwali – 27 October Children In Need	Bonfire Night – 5 <sup>th</sup> November Poppy Day – 11 <sup>th</sup> November November Hannukah – 22 <sup>nd</sup> December Christmas party	Chinese New Year – 25 <sup>th</sup> January Child development Awareness Day	Health Awareness Day Cystic Fibrosis Day Child Development Day (Dummies/Bottles/Toilet Training) World Book Day – 5 <sup>th</sup> March Shrove Tuesday – 25 <sup>th</sup> Feb Mothers’ Day – 22 <sup>nd</sup> March Easter – 12 <sup>th</sup> April	VE Day – 8 <sup>th</sup> May Eid al Fitr – 23 May	Fathers Day – 21 June Graduation
<b>Environmental &amp; Ecological Understanding</b>	Recycling Waste Paper Recycling waste at lunch time Walking Wednesday- reducing pollution Care for own immediate environment- looking after resources	Looking after animals over the winter Bird and squirrel feeders Keeping our school grounds maintained over winter Composting and decomposition of leaves	The diversity of animal life Sea life + plastic waste Animals at risk Extinction of species Threats to habitats	Importance of trees for air quality Respect for living organisms Bug hotels Planting wild flowers for bees and butterflies	Learning about jobs – Vet Zookeeper Ecologist Importance of trees for air quality Respect for living organisms Bug hotels Planting wild flowers for bees and butterflies	Learning that vehicles pollute Walking and clean transport + electric vehicles
<b>Art</b> <ul style="list-style-type: none"><li>• Colour</li><li>• Pattern</li><li>• Texture</li><li>• Shape</li><li>• Space</li><li>• Form</li><li>• Line</li><li>• Tone</li></ul>	Self portraits of themselves using different techniques Colour mixing for Autumn Free exploration of resources – junk modelling, accessing resources independently and safely. Rangoli patterns – inside and outside Draw freely using a wide range of mark making implements Explore what happens when they mix colours Explore a variety of 2d and 3d creative materials e.g. paint, junk modelling Describe the texture of things in their environment Create a collage by cutting and gluing materials Explore block play Make marks with a range of media	Firework pictures (blowing/flicking paint from straws) Paper aeroplanes Christmas cards Explore what happens when they mix colours Big boxes for imagination play – building rockets/spaceships Recognise different materials To develop spatial awareness on the page Describing the texture of things Create a collage by tearing and gluing materials Use different printing techniques Experiment with using blocks to create stacks and lines Make zigzags and curves with media The children will be explore their own style and uniqueness inspired by the text ‘The Dot’ creating a variety of art work using all different types of media. We will be creating lots of opportunities in our role play areas	Describe in simple terms what happens when they mix colours To use lines to enclose a space and give form to representation To observe and comment on pattern used by artists Make 3d structures Explore different ways of fitting, overlapping, joining materials Explore enclosures using blocks to create spaces Differentiate marks on paper The children will be exploring colours through colour mixing for camouflaging, continue their exploration of textures.	Outdoor transient art on a large scale Describe in simple terms what happens when they mix colours Male 3d structures Work creatively on a large scale Begin to draw from memory We will be using various construction materials, beginning to be interested in and describe the texture of things and realising that tools can be used for a purpose. We will also be looking at mixing colours, taking part in dancing and singing activities	Creating representational models Experiment with ways of joining things together 3D models of vehicles 3D collages of people who help us vehicles – junk modelling Tyre paintings/rubbings Painting with wheels/cars Mix darker or lighter shades of a colour  We will be constructing 3D models out of junk, making caves, towers, space ships, animals.	Making models to illustrate a story or idea Choose and mix colours appropriately for task in hand We will be developing our collage skills and textures while studying famous artists. Maybe even finding local artists to come and talk to the pupils.



<b>Music</b> <i>(Look at planning from Grania – music teacher)</i>	Join in with music making, singing and moving to music Change in sounds – loud/quiet Name different musical instruments Have a favourite nursery rhyme Introduction to songs of the routine of the day.	Exposure to different types of music – jazz, orchestral rap Dynamics – loud/soft Change in tempo – fast/slow Use their bodies as a percussive instrument Tap out a rhythmic sequence using body percussion Perform songs for an audience as part of the nativity. Sing a few familiar songs	Talk about how music affects them – different musical moods Respond to music through forms of expression e.g. dance and painting Use their voices and body percussion to represent animals	Repeat and perform a simple melodic line using voice sounds Explore how the voice can represent sounds Use music to represent events in a story e.g. slow tortoise The children will be enjoying music from around the world, continuing to enjoy movement and developing awareness of dancing from around the world. Such as Africa linked to ‘Giraffes can’t dance’	Listen attentively to live music Explore how instruments are played e.g. blown, plucked, tapped.	Crating sound pictures representing <ul style="list-style-type: none"> <li>• Pitch</li> <li>• Texture/timbre</li> <li>• Duration</li> </ul>
<b>Imagination</b>	Develop representation in their play Use representation as a means of communicating Play alongside others engaged in the same theme Take on a role e.g. be a baby/mother	Understand they can use one object for another e.g. a ruler for a spoon Engage in sequenced role play e.g. making a cup of tea / going to the shop	Dance and movement to different ways animals move Identifying animal sounds. Imitating animal movements. Carnival of the Animals	Use of resources and props Enjoying stories based on themselves and people they know well Using their voices to depict different characters	Dressing up in uniforms of police, paramedic etc Play cooperatively to act out a narrative Appreciate the difference between reality and fantasy	Songs linked to transport Putting a sequence of movements together to respond to experiences Talk about personal intentions and what they are/were trying to do
<b>British Values:</b> <ul style="list-style-type: none"> <li>• Democracy</li> <li>• Rule of Law</li> <li>• Liberty</li> <li>• Respect</li> <li>• Tolerance</li> </ul>	Class rules – rule of law Books to show positive images of gender, abilities and cultures. Different books in different languages. Familiar books such as the Gruffalo that children can recognise even if in another language. Collecting food for charity Learning that some are less fortunate than ourselves Traditional stories from around the world. Diwali - celebrating Diwali as a Hindu festival; trying different foods Ensure all children have a voice to be heard all year	5 <sup>th</sup> November - Gunpowder Plot Encourage group choice and discussion about choices and maybe voting on things,  Understand manners and politeness and how to be fair. Remembrance Sunday – how soldiers died for our way of life, peace & democracy Multi-cultural items to be added to the role play different ways of eating, dressing Advent & Christmas – Christian tradition Tasting foods from around the world. Hanukkah – Jewish festival	Look at art, dance, music and how it forms part of everyday lives of people in the world. In our religion and traditions St David and St Patrick – celebrating different traditions within UK family Work on emotions, turn, taking Chinese New Year – celebrating different cultures  Easter- Christian tradition	St George’s Day – story of George and the dragon Where do our food and clothes come from (we all need each other) democracy & rule of law Celebrate uniqueness – talk about differences	Celebrate our natural world and how we can look after it. Be part of the wider community fund raiser for charities. Look at how people with disabilities participate in sport and the achievements they make.  Police officers – rule of law  VE Day - respect, democracy and rule of law.	Learning about different countries, foods and languages – mutual respect & tolerance  From traditional tales the children will be learning about safety and excellent moral values that arise from the tales, such as not talking to strangers, not going into stranger’s homes and not taking other people’s belongings.
<b>Visits Out Visitors In</b>	Diwali dancing with Purvi Visit from Paramedic Visit from Firefighter Visit to Aldi Visit to Calder stones Park Bookworms Theatre	Home Safari Farmer Ted’s Christmas Party Greenacres Farm Visit to the library Walk to the post box Visit to a local Care Home – signing Home Safari	Spring Walk to the park Bowlands Mini Farm China Town Pet Shop	Chick and duckling hatching Farm visiting Creepy Crawly Show Rice Lane Farm	Visit to the library Birds of Prey Acorn Farm	End of year party Visit to Chester Zoo Visit to Knowsley Safari Park
<b>External agencies</b>	Yoga Progressive Sport Music specialist	Yoga Music specialist Grania	Yoga Music Specialist Grania	Yoga Music Specialist Grania	Yoga Music Specialist Grania	Yoga Music Specialist Grania

	Associate SENDs support from Princes Special <b>Martin Lancaster- Sport Specialist</b> SENISS SALT	Associate SENDs support from Princes Special School <b>Martin Lancaster- Sport Specialist</b> SENISS SALT	Associate SENDs support from Princes Special School <b>Martin Lancaster- Sport Specialist</b> <b>Chris- Time to sign</b> SENISS EP SALT	Associate SENDs support from Princes Special School <b>Martin Lancaster- Sport Specialist</b> <b>Chris- Time to sign</b> SENISS SALT	Associate SENDs support from Princes Special School <b>Martin Lancaster- Sport Specialist</b> <b>Chris- Time to sign</b> SENISS EP SALT	Associate SENDs support from Princes Special School <b>Martin Lancaster- Sport Specialist</b> <b>Chris- Time to sign</b> SENISS SALT
<b>Safeguarding</b>	Online Safety - Esafety Resources (ongoing) Visits to school from paramedics. Germs, personal hygiene – Hygiene Heroes (ongoing) Judging what kind of physical contact is acceptable or unacceptable – Pants Rule Fire drill practiced! Food hygiene and healthy choices (ongoing) Stranger Danger – Strangers around us. Risk taking – what is safe? Moving equipment safely. Learning how to assess a risk – e.g. looking to see if anyone is in the way before jumping off equipment. (Scissor Safety)	Road, water and electrical safety Safety around the home, dangers of water /swimming / baths etc. Dangers of boiling water. ICECATS – Lockdown practiced with the children (hide and seek) Bonfire Night Fire awareness (Including visits from the local fire service) Stranger Danger – (knocking on stranger’s houses and the dangers of it). Children to visit nursing home (singing). Wellbeing – Dental health (sharing information with parents - dummies and bottles) Principles of equality, diversity and British values. Risk assessing in frosty and icy weather Lockdown procedure – refer to Procedure Fire drill Kitchen safety- cookery Safety on school trip – Croxteth Park Learning that animals can bite and we must not touch (Farm animals)	Judging what kind of physical contact is acceptable or unacceptable (Re-visit) Pants Rule  Cycling Safety (Use bikes outside to model how to safely ride a bike) Dangers of riding in the dark – reflective wear. Personal hygiene  Exploring & naming emotions (ongoing). Family love and relationships. Different types of families. Include stories around grief & death in families. Healthy Eating and physical activity (effects on the body)  Invite parents / carers to share meals from across the globe and encourage chatter in many different languages, all representing our multicultural and diverse society. Celebrating religious and cultural events such as Diwali, Christmas and Eid. Making Healthy choices	Harmful household products and Medicines Online safety – parent sharing activities how to share with children at home (home-challenge) Hazards at home Safety in the home. The dangers of Hair straighteners and boiling water. Dangers of things around the house – irons, sockets, electricity Home Safety game - <a href="http://www.homesafetygame.com/index.htm">http://www.homesafetygame.com/index.htm</a> Invite visitors to talk about other cultures and religions Diversity - Recognising the similarities / differences we share with those who live around the world. Facts of life and death – life cycles.	Legal and illegal drugs, their effects and risks and medicine. Discuss medicines with the children. Role play the vets (PDSA to visit – discuss various medicines vets use) ICECATS training with children. Remembrance activities (people / pets etc.) Right and wrong, conflict and resolution, rights and responsibilities, equality/inequality.	How to resist peer pressure and ask for help (link to PSED) Cycling Safety (Stay safe on your bike) Safety out and about – playing out, visiting friends, shopping. How to stay safe in the sun Elephant’s Tea Party (Child Bereavement UK) Road safety awareness, awareness of road signs, role of a pedestrian
<b>Parental Involvement</b>	Welcome meetings Coffee morning for Breast Cancer awareness Tapestry Stay and Play Library launch Book worm theatre Calder stones Trip	Farmer Ted’s Dump the dummy campaign Road Safety Awareness Day Christmas Sing along Visit to the library Christmas Craft Day Greenacres Farm Parent Partnership Evening	Early Reading workshops Stay and Read – World Book Day Work out Weds focus days	Early Maths Workshops Coffee Morning- Dental hygiene Parent Partnership evening	Parents talk to children about own jobs Stay and Play – Maths Party Environmental Day Reading club after school	Chester Zoo Knowsley safari park End of year celebration Parent Partnership evening Bespoke support for individual children to their new school

<b>Parent Liaison</b>	New starters with <b>Headteacher all staff</b> Returners meet teacher/ HT	September new starters with Key Persons <b>Ofsted Parent View</b>	New Starters with <b>Headteacher all staff</b>		New starters with HT New starters meeting with class teacher/ Key Person after first half term	All leavers – school report and meet with class teacher Parent Annual Questionnaire Report feedback
<b>Intergenerational Partnership</b>		<b>Christmas Sing along at Care home</b>		<b>Easter sing along</b>		Invite to our nursery
<b>Home Learning &amp; Projects</b>	<b>Our Sch App</b> <b>Tapestry</b> <b>Easy Peasy</b> <b>Home readers</b>	<b>Our Sch App</b> <b>Tapestry</b> <b>Easy Peasy</b> <b>Home readers</b> <b>Liverpool Health and Well-being Award</b>	<b>Our Sch App</b> <b>Tapestry</b> <b>Easy Peasy</b> <b>Home readers</b> <b>Liverpool Health and Well-being Award</b>	<b>Our Sch App</b> <b>Tapestry</b> <b>Easy Peasy</b> <b>Home readers</b> <b>Liverpool Health and Well-being Award</b>	<b>Our Sch App</b> <b>Tapestry</b> <b>Easy Peasy</b> <b>Home readers</b> <b>Liverpool Health and Well-being Award</b>	<b>Our Sch App</b> <b>Tapestry</b> <b>Easy Peasy</b> <b>Home readers</b> <b>Liverpool Health and Well-being Award</b>
<b>Assessment Cycle</b>	Parent meeting and All About Me sheet School baseline + ways forward Early identification – referrals made if needed eg SALT, Com Paed, SENISS. <b>Baseline assessments</b> <b>TROLL</b> <b>Hanan</b> <b>Derbyshire Screening</b> <b>Interaction audit</b> <b>Leuven Scale Baseline</b> Play Plans	End of term data Pupil progress meetings Vulnerable sheet completed with identified barriers to learning and actions to overcome these Play plans reviewed and new targets set SENs plans reviewed for complex SENs children – EHCP completed if needed	<b>Derbyshire screening for new children</b> <b>Leuven Scale revisited</b> <b>Interaction audit revisited</b> <b>Baseline assessments for new starters</b> <b>TROLL</b> <b>Hanan</b>	End of term data Pupil progress meetings Vulnerable sheet completed with identified barriers to learning and actions to overcome these Play plans reviewed and new targets set for next term	<b>Derbyshire screening for new children and children with language difficulties identified</b> <b>Leuven Scale revisited</b> Interaction audit revisited New schools invited to EHAT meetings for SENDs children	Leavers and returner data feeds into plan for new school year Play Plans reviewed for transition to new schs for leavers
<b>N1 assessment</b>	Baseline for new starters	End of term data	Progress data Sept starters Baseline for Jan starters	End of term data	Progress data for Sept + Jan starters Baseline for new starters	End of term data
<b>N2 assessment</b>	Baseline for new starters	Progress data for all children after 1 term		Progress data for all children after 2 terms		Progress data for all children after 3 terms
<b>Data reporting</b>	Language Intervention data to guide planning for next term	Christmas data report for Spring planning	Language Intervention data to guide planning for next term	Easter data report for Summer planning	Language Intervention data to guide planning for next term	End of year data report to inform SDP prioritises
<b>Validation</b>	In house baseline moderation		In house + Network standardisation		In house + Network standardisation	
<b>Accountability</b>	Data + SEN Report to governors (end of year data)	Data scrutinised by LSIP and shared with Governors at full Governors meeting.	SDP evaluation shared with Children and Learning Committee	End of term data scrutinised by LSIP and shared with Governors at full Governors meeting.	SDP evaluation shared with Children and Learning Committee	End of term data scrutinised by LSIP and shared with Governors at full Governors meeting.

