



Chatham Nursery School 2020-2021

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
Predictable & Seasonal Interests	<i>New friends Families Celebrations- colour/light/sound Diwali Harvest Black history month All about me and my family Nursery Rhymes Autumn Calderstones Park Trip</i>	<i>Celebrations- colour/light/sound Winter Weather Bonfire Night Christmas Greenacres Farm Recycling/Craft day Bookworms Theatre Library Launch Space</i>	<i>Toys Chinese New Year Animals China town Trip Allotment</i>	<i>Pancake Day Easter World Book Day Traditional tales Giants Rice Lane Farm trip New life- Eggs- Chick hatching (St.Hugh's)</i>	<i>Summer Living things Farm animals Acorn Farm visit Life cycles Decay Bug hunt Allotment Environmental Day Staying Healthy Spring Growing New life EID</i>	<i>Summer Holidays-Days out Wild animals New schools transition Jungle/Safari Knowsley Safari Park</i>
Strand	Intended Sequence of Learning					
	Communication and Language					

Language for Thinking	Commenting on their own activity Follow instructions during play Discussing likes and dislikes	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 Talking about feelings of story characters Developing an understanding of questions how, when, where, why.	Use language in role to recreate roles and experiences and the lives of other people	Children will have lots of opportunities to talk about their own journeys and experiences.
Social Communication & Narrative	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.	Using a variety of questions - what, where, who? Keeping play going by responding to what others say. Initiating conversations with others. We will be joining in rhymes and stories and talking about the main parts of the story.	Using talk to resolve disagreements Planning activities with others Taking turns in conversation Giving a coherent account of a story or past event, retelling in the correct order and providing details Talk about own drawings and work to others	Express likes and dislikes clearly and give reasons why they think this Begin to incorporate a storyline into their pretend play	Use language to act out an imaginary role with other children Begin to use language influenced by books in their own play	Gain confidence to communicate with a range of adults and children. We will be developing our listening skills and gaining an understanding of how and why questions

Semantics (words and their meaning)	Vocabulary of classroom and routines - leader, register Language of feelings and emotions - sad, happy, cross Language of quantity - more and less	Language of movement - gallop, slither, strong, gentle Names of planets Vocabulary of space exploration- shuttle, rocket, blast off, zoom, voyage, discovery, space station, astronaut	Naming animals and their sounds Adjectives to describe animals Collective nouns for groups of animals.	Vocabulary of new life and chick hatching - pipping, hatching, brooder	Names of trees Vocabulary of growth and planning - seed, sow, root, stem, leaf, bud Names of animals and their young	Appreciating that there are others languages Vocabulary of travel - passport, map, route, destination Vocabulary of transport Floating and sinking
Syntax and morphology (grammar)	Speaking in simple sentences Understanding who what where in simple questions Using word endings e.g. plural - cats. Understanding many and few	Link ideas together using connectives and but Understanding pronouns his and her Understanding first and last Understanding long and short	Developing comparatives bigger, longer, smaller Developing the meaning of why	Linking sentences using because Understanding opposites: wet/dry	Understanding what where and why questions in relation to stories Understanding same and different	Understanding sentences containing either and or Developing understanding of the word when
Personal Social & Emotional	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 Discerning differences and similarities between people's lives	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,	Looking after the: environment 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. Some people communicate in different ways e.g.	Showing sensitivity and respecting others Showing care for other living things in the environment Seeing things from a different point of view	Show care and concern for others - plants, caterpillars, butterflies, tadpoles Showing care for other living things in the environment	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

		interests and opinions and beginning to accept the need of others to take turns, share and keeping play going by responding to others	Braille and Signing (Time to Sign)			
Moral & Spiritual	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	Understand the difference between fair and unfair through discussion and modelling	Understanding of the difference between right and wrong.	Knowing that their rights will be respected but that others also have a right to be respected Understanding that people have different needs The wonder and beauty of the outdoors, new life and growth.	Considering the consequences of words and actions for self and others Understanding of what makes them special and unique
Gross Motor <ul style="list-style-type: none"> • Jumping • Running • Climbing • Balancing • Lifting • Pulling • Skipping • Hopping • Throwing • Catching 	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- Dragon Dance	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 minibeasts - changes of speed and direction	Responding to instructions when moving physically Combine a sequence of movements Catching balls Skipping
Fine Motor <ul style="list-style-type: none"> • Squeezing • Threading • Rolling • Cutting • Spreading 	Using jugs to pour drinks Use of funnels, water wheels and pumps Introduction to playdough Dough disco Jigsaws	Safe use of scissors to cut fringe in paper Drawing circles and lines Safe use of scissors Holding scissors correctly	Use of scissors to cut through paper from one side to the other Zig zag patters with writing tools	Garden activities involving digging, tubs, forks Scissors: cutting through paper, straws and card.	Construction kits for vehicles Making emergency vehicles with woodwork Moving paper as they cut around a shape with scissors	Cutting around a shape with scissors Writing letter shapes as modelled S,A,T,P,I,N Hold a pencil correctly

<ul style="list-style-type: none"> • Grasping • Clenching • Pinching • Hammering 	<p>Threading leaves on wire Making divas by manipulating clay Safe use of scissors Holding scissors correctly</p>	<p>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.</p>		<p>Clockwise and anticlockwise, up and down movements with mark making implements</p>	<p>Writing movements- robots arm, long ladder, curly caterpillar</p>	
<p>Health Bodily Awareness Self-care</p>	<p>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)</p>	<p>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)</p>	<p>Food groups - Talk about healthy and unhealthy foods The children will be enjoying music from around the world, continuing to enjoy movement and developing awareness of dancing from around the world.</p>	<p>Discuss the changes that happen to their bodies as they exercise Risk assessment Use of gloves and safe use of tools when working outdoors</p>	<p>The importance of keeping hydrated in summer The children need for shade on a hot day</p>	<p>Talk about the importance of keeping healthy and the things that contribute to this: Diet Sleep Exercise Keeping safe in the sun</p>
<p>Handwriting</p>	<p>Exposure to different textures 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</p>	<p>Large shoulder movements - ribbons fixed to sticks Throwing Batting suspended balls Patterns in snow foam Naming their work Signing in for snack / registration</p>	<p>Dancing in response to animal movements Development of positional and spatial language - top, bottom, across</p>	<p>Painting with more detail Outdoor painting Using elastic bands and other means of building dens and fixing and joining</p>	<p>Anticlockwise movements and retracing vertical lines with writing implements Bean Diary</p>	<p>To hold a pencil effectively Forming letters correctly as they are taught - s,a,t,p,I,n...</p>
<p>Reading</p> <ul style="list-style-type: none"> • Rhyme • Fiction 	<p>Recognise own name in print Sharing favourite books Singing favourite nursery rhymes</p>	<p>Recognise own name in print Knowing that print carries meaning</p>	<p>Recognise own name in print Choosing books for themselves and</p>	<p>Recognise own name in print Relate a story to their own experiences</p>	<p>Recognise own name in print Know that print is read left to right, top to bottom in English</p>	<p>Recognise own name in print Recognise the letters of their own name in different contexts</p>

<ul style="list-style-type: none"> • Non-fiction • Poems 	<p>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</p>	<p>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</p>	<p>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</p> <p>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.</p>	<p>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.</p>	<p>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</p>	<p>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</p>
<p>Mark-Making</p> <ul style="list-style-type: none"> • Drawing • Writing 	<p>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</p>	<p>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</p>	<p>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</p>	<p>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</p>	<p>Writing individual letters and numbers in their writing - tally charts, surveys Write own name from memory</p>	<p>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</p>

	Experiment with marking making in play situations					
Phonics	<p>Environmental sounds</p> <p>Recall sounds they have heard</p> <p>Discriminate between sounds</p> <p>Describe sounds</p>	<p>Instrumental sounds and Body percussion</p> <p>Identify and name instruments</p> <p>Loud and quiet sounds</p> <p>Start and stop</p> <p>Contrasts in rhythm and loudness</p> <p>Steady beat</p>	<p>Rhythm and Rhyme</p> <p>Understand syllables in words</p> <p>Match rhyming pairs</p> <p>Copy the rhythm</p> <p>Change in tempo</p>	<p>Alliteration & Voice sounds</p> <p>Identify initial sounds in words</p> <p>Reproduce the initial sound clearly</p> <p>Make up alliterative phrases</p> <p>Sustain listening throughout a story</p> <p>Distinguish between different vocal sounds</p> <p>Recognise own and other voices</p> <p>Character voices</p> <p>Use vocabulary to describe</p>	<p>Oral blending and segmenting</p> <p>Blend phoneme and recognise whole word</p> <p>Say the word and identify object</p> <p>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 & pat.</p>
Number	<p>Encouraging use of number language in play</p> <p>Joining in with number rhymes and songs</p> <p>Counting objects 1:1 when arranged in a line</p> <p>Reciting number names to 5</p> <p>Use some number names and number language accurately</p> <p>Offer comments or ask questions about numbers, demonstrating their curiosity</p> <p>Say some number names in sequence</p> <p>Show an awareness of numbers in their environment</p>	<p>Reciting numbers forwards and backwards to 10 as a rocket countdown</p> <p>Recognise some numbers of personal significance</p> <p>Count forwards and backwards within the number sequence 1 to 5</p> <p>Order numbers in the range 1 to 5</p> <p>Recognise, say and identify numerals 1 to 5</p>	<p>Count a number of objects that they can move to check</p> <p>Count forwards and backwards within the number sequence 1 to 10</p> <p>Recognise, say and identify numerals 1 to 9</p> <p>Order numbers in the range 1 to 9</p> <p>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</p> <p>Count forwards and backwards within the number sequence 1 to 10</p> <p>Recognise, say and identify numerals 1 to 9</p> <p>Order numbers in the range 1 to 9</p> <p>Say the number that comes after a given number within the number sequence 1 to 10</p>	<p>Recognising numbers 1-10</p> <p>Selecting numeral to represent 1-9 objects</p> <p>Count forwards and backwards within the number sequence 1 to 10</p> <p>Use zero and the numeral to represent it</p> <p>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)</p> <p>Recognise, say and identify numerals 0 to 9 and beyond</p> <p>Say the numbers that come before and after a given number within the number sequence 1 to 20</p> <p>Recognise and continue patterns linked to number</p> <p>Begin to use the ordinal language of 'first', 'second' and 'third' in practical contexts</p>

	Recognise and continue repeating patterns					
Counting & Calculation	<p>Show awareness of one-to-one correspondence through practical everyday experience</p> <p>Distinguish between quantities, recognising when a group of objects is more than one</p> <p>Begin to make comparisons between quantities</p> <p>Use some number language, such as 'more' and 'a lot'</p>	<p>Appreciate that numbers can identify how many objects are in a set</p> <p>Count up to five objects by touching each object and saying one number name for each item</p> <p>Know that the last number in the count gives the total</p> <p>Represent numbers up to five, using fingers</p> <p>Recognise groups with one, two or three objects</p> <p>Match groups with the same number of objects (one to three)</p>	<p>Represent numbers up to ten, using fingers</p> <p>Count reliably up to ten objects, including those that cannot be moved</p> <p>Count actions or sounds</p> <p>Count out a smaller number of objects (up to six) from a larger group</p> <p>Counting objects and actions that cannot be moved</p> <p>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</p> <p>Count reliably up to ten objects, including those that cannot be moved</p> <p>Count actions or sounds that cannot be moved</p> <p>Match and compare the numbers of objects in two sets, recognising when the sets contain the same number of objects</p> <p>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</p> <p>Instantly recognise, without counting, familiar patterns of up to six objects</p> <p>Begin to estimate how many objects can be seen and check by counting (up to ten)</p> <p>Find one more or one less than a number from 1 to 10</p> <p>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</p> <p>Introduce the empty set (0)</p> <p>Recognise that the number of objects in a set does not change if they are moved around</p> <p>Remove objects from a small group and count how many are left</p>
Data Handling	<p>Sorting Autumn treasures by colour, size, shape or any other criteria</p> <ul style="list-style-type: none"> • Sorting • Representing • Matching <p>Sorting by function or category - leaves, conkers</p> <p>Tidying and putting things in the right place</p> <p>Recording personal info e.g. making a model of house</p>	<p>Match sets that have the same number of items</p> <p>Identify common properties of sets of objects e.g. they all have wings</p> <p>Representing numbers on fingers</p>	<p>Compare sets by saying which has more or less</p> <p>Sort animals by criteria</p> <p>Discuss patterns on animal print</p> <p>Representing numbers on Chinese pictogram</p>	<p>Order objects from largest to smallest</p> <p>Order objects using different criteria e.g. width, length, weight</p>	<p>Continue a simple alternating pattern</p> <p>Sort minibeasts by properties e.g. those with 6 legs, those that crawl/fly</p>	<p>Sort different types of transport by a common property e.g. things that fly</p> <p>Continue a numerical pattern e.g. 2 red beads, 1 blue bead</p> <p>Take part in surveys- car colour, how do you come to school?</p>

	Match 1:1 e.g. one biscuit per child					
Shape & Space	<p>Showing interest in shapes by playing with shapes in the environment e.g. mosaic tiles, large shapes outdoors, jigsaws</p> <p>Engaging in block play areas</p> <p>Tidying up the environment by sorting, matching items to the correct group</p> <p>Sorting and categorising</p>	<p>Observing shapes in the environment</p> <p>Using positional language</p> <p>Using blocks to construct rockets and spaceships</p> <p>Talking about the shapes of everyday objects they see</p> <p>Matching shapes and orienting differently</p> <p>Using shapes to make representational model e.g. rocket</p> <p>Developing mental maps of shapes and which one is needed for a given space</p> <p>Distinguishing which of 2 containers holds more or less</p>	<p>Discussing how shapes are similar or different</p> <p>Differentiate between solid and flat shapes</p> <p>Developing tessellation by fitting 2d shapes together</p> <p>Developing mental maps of shapes and which one is needed for a space</p>	<p>Selecting a particular named shape</p> <p>Using shapes to cover an area e.g. crazy paving outdoors, creating a pathway</p> <p>Develop a simple understanding of symmetry e.g. ladybirds and butterflies</p> <p>Developing language of capacity – more, less, holds more than</p> <p>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>We will be developing positional language that of size. The children will develop a better understanding of 2d and 3d shapes.</p>	<p>Developing mathematical names for 2d and 3d shapes</p> <p>Exploring how shapes can be altered by cutting, folding, turning.</p>	<p>Using correct names for 2d and 3d shapes</p> <p>Giving directions for a journey using directional language left, right, forwards and backwards</p> <p>Describing a simple journey</p>
Measure:	<ul style="list-style-type: none"> • Capacity • Time • Volume • Weight <p>Comparing heights, size, lengths of pumpkins</p> <p>Distinguish between full and empty</p> <p>Exploring emptying and filling containers</p> <p>Talk about the routine of the day and anticipate events</p>	<p>Direct comparison</p> <p>Naming parts of the day- morning, afternoon, evening</p>	<p>Sorting objects into heavy and light objects</p> <p>Knowing the names of the seasons in order</p>	<p>Knowing what happens on different days of the week</p> <p>Using language of measure to compare – wide, taller, longer</p>	<p>Knowing the days of the week in order</p> <p>Using a balance to compare the weights of two objects</p>	<p>Make direct comparison and order three items by length, weight or capacity</p> <p>Using non-standard measures e.g. string, hand spans</p>
Investigation & Exploration	Seasonal changes	<p>Learn about nocturnal animals</p> <p>Use senses to explore</p>	<p>Life processes - distinguish between living and non-living</p>	<p>Life cycles - growing and change - link to caterpillars/chicks</p>	<p>Life-Cycles - caterpillars</p> <p>Mini-beasts, tadpoles</p>	<p>Physical - magnetic and non-magnetic materials</p> <p>Floating and sinking (boats)</p>

<ul style="list-style-type: none"> • Materials • Life Processes • Physical Processes • Weather • Seasons 	<p>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 Materials - explore natural and manmade materials, sort and classify</p>	<p>Light and Sound- 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 Knowing that the sun gives us light Knowing that darkness is the absence of light Materials- gain awareness of sources of heat e.g. candles Physics - name some household appliances that use electricity Understand dangers of electricity</p>	<p>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 Materials - that some materials come from animals e.g, leather We will be talking about our familiar world (where we live and natural world) and particularly looking at fossils. We will be making fossils and taking part in a dinosaur hunt.</p>	<p>Show a willingness to explore living things Record observations Exploring the natural world.</p>	<p>Materials - discriminate between different materials Name some materials e.g. wood, plastic Physics - Forces and movement (vehicles) Pushing and pulling</p>	<p>Materials - investigating why certain materials are better for certain tasks e.g. in context of transport.</p>
<p>Place</p>	<p>Familiarisation with layout of the new setting Make observations of surroundings Walk to school and local park 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>Counties around the world. Different types of food- where does it come from?</p>		<p>Identify some buildings around Liverpool / maps Maps</p>	<p>Gaining awareness of new surroundings in new schools and settings Passports and timetables Flags, currencies food and languages. Exploring different maps/globe/Earth linked to where our family comes from Road safety</p>

Time	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.	Christmas story - sense of the past. Extending understanding of yesterday/today/tomorrow	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)	Historical interpretation - traditional tales Difference between fact and fiction	Use sources to gain information Eg. Gardening and life cycles	
Cultures Families Diversity	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.	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. 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 other cultures and appreciating diversity within our community	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.	Different diets - vegetarian foods. Different traditional stories from other cultures. 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. 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.	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. where we have travelled	Exploring different festivals and cultures each week and how these are celebrated around the World. Dressing up in different Clothes- School uniforms Children will be studying Building around the world, sharing their existing knowledge and developing their understanding of the world.
Celebrations Festivals Traditions	Diwali - 27 October Children In Need	Bonfire Night - 5 th November Christmas party	Chinese New Year - 25 th January Child development Awareness Day	Health Awareness Day Child Development Day (Dummies/Bottles/Toilet Training)	Eid al Fitr - 23 May	Fathers Day - 21 June Graduation

				World Book Day - 5th March Shrove Tuesday - 25 th Feb Mothers' Day - 22 nd March Easter - 12 th April		
Environmental & Ecological Understanding	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	Respect for living organisms Life cycles	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
Art <ul style="list-style-type: none"> • Colour • Pattern • Texture • Shape • Space • Form • Line • Tone 	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	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	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	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.

	<p>Describe the texture of things in their environment</p> <p>Create a collage by cutting and gluing materials</p> <p>Explore block play</p> <p>Make marks with a range of media</p>	<p>Experiment with using blocks to create stacks and lines</p> <p>Make zigzags and curves with media</p> <p>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</p>	<p>The children will be exploring colours through colour mixing for camouflaging, continue their exploration of textures.</p>			
Music	<p>Join in with music making, singing and moving to music</p> <p>Change in sounds - loud/quiet</p> <p>Name different musical instruments</p> <p>Have a favourite nursery rhyme</p> <p>Introduction to songs of the routine of the day.</p>	<p>Exposure to different types of music - jazz, orchestral rap</p> <p>Dynamics - loud/soft</p> <p>Change in tempo - fast/slow</p> <p>Use their bodies as a percussive instrument</p> <p>Tap out a rhythmic sequence using body percussion</p> <p>Perform songs for an audience as part of the nativity.</p> <p>Sing a few familiar songs</p>	<p>Talk about how music affects them - different musical moods</p> <p>Respond to music through forms of expression e.g. dance and painting</p> <p>Use their voices and body percussion to represent animals</p>	<p>Repeat and perform a simple melodic line using voice sounds</p> <p>Explore how the voice can represent sounds</p> <p>Use music to represent events in a story</p> <p>The children will be enjoying music from around the world, continuing to enjoy movement and developing awareness of dancing from around the world.</p>	<p>Listen attentively to live music</p> <p>Explore how instruments are played e.g. blown, plucked, tapped.</p>	<p>Crating sound pictures representing</p> <ul style="list-style-type: none"> • Pitch • Texture/timbre • Duration
Imagination	<p>Develop representation in their play</p> <p>Use representation as a means of communicating</p> <p>Play alongside others engaged in the same theme</p>	<p>Understand they can use one object for another e.g. a ruler for a spoon</p> <p>Engage in sequenced role play e.g. making a</p>	<p>Dance and movement to different ways animals move</p> <p>Identifying animal sounds.</p>	<p>Use of resources and props</p> <p>Enjoying stories based on themselves and people they know well</p>	<p>Play cooperatively to act out a narrative</p> <p>Appreciate the difference between reality and fantasy</p>	<p>Dressing up in their new school uniforms</p> <p>Putting a sequence of movements together to respond to experiences</p>

	Take on a role e.g. be a baby/mother	cup of tea / going to the shop	Imitating animal movements- Chinese dragon	Using their voices to depict different characters		Talk about personal intentions and what they are/were trying to do
British Values: <ul style="list-style-type: none"> • Democracy • Rule of Law • Liberty • Respect • Tolerance 	<p>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</p>	<p>Encourage group choice and discussion about choices and maybe voting on things,</p> <p>Understand manners and politeness and how to be fair. 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.</p>	<p>Work on emotions, turn, taking</p> <p>Chinese New Year - celebrating different cultures Look at art, dance, music and how it forms part of everyday lives of people in the world.</p> <p>Learning about different countries, foods and languages</p>	<p>Easter- Christian tradition</p> <p>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</p>	<p>Celebrate our natural world and how we can look after it. Be part of the wider community fund raiser for charities.</p> <p>EID- celebrating Eid as a Muslim festival; trying different foods and traditions</p>	
Visits Out Visitors In	<p>Visit to Calder stones Park Bookworms Theatre</p>	<p>Christmas Party Greenacres Farm</p>	<p>China Town Pet Shop</p>	<p>Rice Lane Farm Chicks at St. Hugh's Primary School</p>	<p>Acorn Farm</p>	<p>End of year party Visit to Knowsley Safari Park</p>
External agencies	<p>Martin Lancaster- Sport Specialist SENISS SALT</p>	<p>Martin Lancaster- Sport Specialist SENISS SALT</p>	<p>Martin Lancaster- Sport Specialist Chris- Time to sign SENISS EP SALT</p>	<p>Martin Lancaster- Sport Specialist Chris- Time to sign SENISS SALT</p>	<p>Martin Lancaster- Sport Specialist Chris- Time to sign SENISS EP SALT</p>	<p>Martin Lancaster- Sport Specialist Chris- Time to sign SENISS SALT</p>

<p>Safeguarding</p>	<p>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)</p>	<p>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</p>	<p>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</p>	<p>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 - http://www.homesafetygame.com/index.htm 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.</p>	<p>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.</p>	<p>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</p>
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		not touch (Farm animals)	such as Diwali, Christmas and Eid. Making Healthy choices			
Parental Involvement	Stay and Play Library launch Book worm theatre Calderstones Trip	Christmas Craft Day Greenacres Farm Parent Partnership Evening	China Town Trip	Parent Partnership evening	Environmental Day Reading club after school	Knowsley safari park End of year celebration Parent Partnership evening Bespoke support for individual children to their new school
Parent Liaison	New starters with all staff Returners meet key persons	September new starters with Key Persons	New Starters with all staff	January new starters with key persons	New starters with all staff	All leavers - school report and meet with class teacher Parent Annual Questionnaire Report feedback

Intergenerational Partnership						Invite to our nursery
Home Learning & Projects						
Assessment Cycle	Parent meeting and All About Me sheet School baseline + ways forward Early identification - referrals made if needed eg SALT, Com Paed, SENISS. Baseline assessments TROLL Hanan 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	Baseline assessments for new starters TROLL Hanan	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	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
N1 assessment	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
N2 assessment	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
Data reporting	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
Validation	In house baseline moderation		In house + Network standardisation		In house + Network standardisation	
Accountability	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.

