


Nursery ~ Long Term Planning 2025-2026

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	This is Me!	Colour All Around Me!	Once Upon a Time	How does your Garden Grow?	Animals Big, Animals Small	On our Way!
Core Text(s)	<ul style="list-style-type: none"> Happy to be Me! By Emma Dodd 	<ul style="list-style-type: none"> 'Wow!' said the Owl by Tim Hopkins The Best Birthday Present Ever! by Ben Mantle  	<ul style="list-style-type: none"> Goldilocks and the Three Bears by Mara Alperin 	<ul style="list-style-type: none"> The Enormous Watermelon by Brenda Parkes The Very Hungry Caterpillar by Eric Carle  	<ul style="list-style-type: none"> Dear Zoo by Rod Campbell 	<ul style="list-style-type: none"> The Gingerbread Man by Brenda Parkes 
Supplementary Teaching Texts	<u>My Body (n/f)</u> <u>Hands are not for hitting</u> <u>Feet are not for kicking</u> <u>Funnybones</u> <u>Little People, Big Dreams: Rosa Parks</u> <u>I love My Beautiful Hair!</u>	<u>We're going on a Leaf Hunt</u> <u>Owls (n/f)</u> <u>The Colour Monster</u> <u>Not a Stick!</u>	<u>A Chair for Baby Bear</u> <u>Bears (n/f)</u> <u>The Great Race: The story of Chinese New Year</u>	<u>Oliver's Fruit Salad</u> <u>Life as a Butterfly (n/f)</u>	<u>My Colourful Chameleon</u> <u>Pets (n/f)</u> <u>Vets(n/f)</u> <u>Dear Greenpeace</u>	<u>Snail Mail</u> <u>Keep Running, Gingerbread Man!</u>
Rhymes and Songs	<i>*Heads, Shoulders, Knees and Toes</i> <i>*If You're Happy and You Know It</i> <i>*1 finger, 1 thumb Keep Moving</i> <i>*We all need Bones</i> <i>*1,2,3,4,5 once I Caught a Fish Alive</i> <i>*Two Little Dickie Birds</i>	<i>*The Wheels on the Bus</i> <i>*The Leaves on the Trees are Tumbling Down</i> <i>*Do you Know the Colours of the Rainbow?</i> <i>*3 Little Owls sitting in a tree</i> <i>*Twinkle, Twinkle Little Star</i>	<i>*When Goldilocks went to the House of the Bears</i> <i>*Old Mother Hubbard</i> <i>*On, In, Under</i> <i>*Incy Wincy Spider</i> <i>*5 Little Monkeys</i>	<i>*Humpty Dumpty</i> <i>*Little Miss Muffet</i> <i>*Jack and Jill</i> <i>*Wee Willy Winkie</i> <i>*There's a tiny caterpillar on a leaf</i> <i>*5 Little Speckled Frogs</i>	<i>*Walking Through the Jungle</i> <i>*I Went to Visit the Farm/Zoo One Day</i> <i>*Old Mac Donald Had a Farm</i> <i>*Alice the Camel had 5 humps</i> <i>*One Elephant went out one Day</i>	<i>*Down at the Station Early in the Morning</i> <i>*Row, Row, Row your Boat</i> <i>*The Wheels on a Bike</i> <i>*Five little Men in a Flying Saucer</i> <i>*Zoom, Zoom, Zoom we're going to the Moon!</i>
Favourite Five Texts	<u>Brown Bear, Brown Bear</u> by Eric Carle <u>How do you make a Rainbow?</u> by Caroline Crow and Cally Johnson-Isaacs <u>Guess How Much I love you?</u> by Sam McBratney <u>Owl Babies</u> by Martin Waddell <u>We're going on a Bear Hunt</u> by Michael Rosen	<u>Grandpa's Handkerchief</u> by Dorothy Clark <u>The Little Red Hen</u> by Brenda Parkes <u>Stickman</u> by Julia Donaldson <u>Polar Bear, Polar Bear</u> by Eric Carle <u>I Really, Really Love You So</u> by Karl Newson and Duncan Beedie	<u>Each Peach, Pear Plum</u> by Allan & Janet Ahlberg <u>The Very Busy Spider</u> by Eric Carle <u>Pass the Jam, Jim</u> by Kaye Umansky <u>The Foggy, Foggy Forest</u> by Nick Sharratt <u>The Three Billy Goats Gruff</u> by Brenda Parkes	<u>Mini Monsters – Can I Play?</u> by Caryl Hart and Tony Heal <u>Eat your Greens, Goldilocks!</u> by Steven Smallman <u>Jasper's Beanstalk</u> by Nick Butterworth <u>Oliver's Vegetables</u> by Vivian French <u>That's MY Flower</u> by Alice Hemming and Nicola Slater	<u>Oi Frog!</u> by Kes Gray and Jim Field <u>The Pig in the Pond</u> by Martin Waddell <u>Walking through the Jungle</u> by Julie Lacome <u>Monkey Puzzle</u> by Julia Donaldson <u>The Stompysaurus</u> by Rachel Bright and Chris Chatterton	<u>The Bus is for Us!</u> by Michael Rosen <u>I love me!</u> by Marvyn Harrison <u>The Flying Bath</u> by Julia Donaldson <u>Duck in a Truck</u> by Jez Alborough <u>Bunnies in a Boat</u> by Philip Ardagh

Knowledge and Concepts	Baseline Sense of belonging Routines and relationships Personal attributes Harvest Seasonal change Body parts The Senses Similarities and differences. Me as a baby and me now Black History Month	Day and Night ~ routines Environmental Sounds Seasonal change Explore the natural environment Colour Diwali Bonfire night Remembrance Birthdays Advent and Christmas Artist: Jackson Pollack	Seasonal change Chinese New Year Valentine's Day Sequencing Changes to materials (making porridge)	Planting Growing Caring for plants and animals Life cycles Seasonal Changes Healthy and unhealthy eating/ foods Shrove Tuesday Lent Mother's Day Easter Artist: Henri Matisse	Earth day Caring for the local environment ~ Laudate Si Seasonal change Animals – pets Animals – farm Animals – zoo Caring for animals Vet	Journeys and routes People from different countries Countries of the world World foods Artist: Piet Mondrian
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Prime Areas of Learning			
	Autumn	Spring	Summer
PSE	Personal, Social and Emotional development is not specifically planned for across the year. PSE principles underpin daily classroom practice which ensures all aspects of developing PSED are covered. The points below are targeted as high focus objectives throughout a term.		
	<u>Self-Regulation</u> <ul style="list-style-type: none"> Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried' <u>Managing Self</u> <ul style="list-style-type: none"> Be increasingly independent in meeting their own care needs, e.g. using the toilet, washing and drying their hands thoroughly. Select and use activities and resources, with help when needed <u>Building Relationships</u> <ul style="list-style-type: none"> Play with one or more children in the setting Begin to support /be independent in meeting their own care needs. 	<u>Self-Regulation</u> <ul style="list-style-type: none"> Develop appropriate ways of being assertive. Understand gradually how others might be feeling. <u>Managing Self</u> <ul style="list-style-type: none"> Increasingly follow rules, understanding why they are important. Develop their sense of responsibility and membership of a community. <u>Building Relationships</u> <ul style="list-style-type: none"> Play with one or more other children, extending and elaborating play ideas. Become more outgoing with unfamiliar people, in the safe context of their setting. Begin to be more independent in meeting their own care needs. 	<u>Self-Regulation</u> <ul style="list-style-type: none"> Talk with others to solve conflicts. Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. <u>Managing Self</u> <ul style="list-style-type: none"> Remember rules without needing an adult to remind them. Show more confidence in new social situations. <u>Building Relationships</u> <ul style="list-style-type: none"> Continue to be increasingly independent in meeting their own care needs. Make healthy choices about food, drink, activity and tooth brushing.
C&L	Communication and Language is not specifically planned for across the year. All aspects of developing communication and language is considered throughout the daily classroom practice, continuous provision, group time and weekly focus learning all have a weighty focus on Communication and Language.		
	<ul style="list-style-type: none"> Listen to other peoples talk with interest during snack and chat times (sharing weekend news) Respond to visual prompts for good sitting, listening and speaking (show me 5 rules) Use the pictures in simple stories to help us understand what is happening. 	<ul style="list-style-type: none"> Enjoy listening to longer stories and can remember much of what happens Develop an understanding and questions about 'who', 'what' and 'where' and Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" Develop a wider vocabulary through key texts and hands on experiences 	<ul style="list-style-type: none"> Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.

	<ul style="list-style-type: none">Explore new vocabulary introduced through hands on experiences and key textsRespond to simple instructions and routines of the day		<ul style="list-style-type: none">Develop responses to simple instructions and then build on this to understand an instruction with two parts.Use longer sentences of four to six words.		<ul style="list-style-type: none">Start a conversation with an adult or a friend and continue it for many turns.Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.”	
Physical	<u>Gross Motor skills</u> <ul style="list-style-type: none">Enjoy starting to kick, throw and catch balls.Build independently with a range of appropriate resources.Sit on a push-along wheeled toy, use a scooter or ride a tricycle.Begin to go up steps and stairs, or climb up apparatus, using alternate feet.Begin to use large-muscle movements to wave flag and streamers, paint and make marks. <u>Fine Motor skills</u> <ul style="list-style-type: none">Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress.Learn to use the toilet with help, and then independently.Use one-handed tools and equipment.		<u>Gross Motor skills</u> <ul style="list-style-type: none">Begin to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.Continue to develop skills to go up steps and stairs, or climb up apparatus, using alternate feet.Skip, hop, stand on one leg and hold a pose for a game like musical statues.Continue to use large-muscle movements to wave flag and streamers, paint and make marks.Continue to build independently and wit their peers using a range of appropriate resources.Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. <u>Fine Motor skills</u> <ul style="list-style-type: none">Begin to make snips in paper with scissors and hold a knife to cut and chop fruit carefully.Start eating independently and learning how to use a knife and fork.Use a comfortable grip with good control when holding pens and pencils.Show a preference for a dominant hand.Be increasingly independent as they get dressed and undressed.Be increasingly independent in meeting their own care needs.Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks.		<u>Gross Motor skills</u> <ul style="list-style-type: none">Match their developing physical skills to tasks and activities in the setting.Choose the right resources to carry out their own plan.Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.Continue to develop their movement and ball skills. <u>Fine Motor skills</u> <ul style="list-style-type: none">Continue to develop scissor skills.Use a comfortable grip with good control when holding pens and pencils.Able to put on and take off own coat (zip up) and shoe/wellington boots.Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing, and drying their hands thoroughly.Make healthy choices about food, drink, activity, and tooth brushing.	
	Specific Areas of Learning					
Literacy	<u>Reading Comprehension</u> <ul style="list-style-type: none">Enjoy sharing books with an adult.Pay attention and respond to the pictures or the words. <u>Reading Word</u> <ul style="list-style-type: none">To hold a book the correct way up, turning the pages one at a time. <u>Writing</u> <ul style="list-style-type: none">Enjoy drawing freely.	<u>Reading Comprehension</u> <ul style="list-style-type: none">Enjoy sharing books with an adult.Pay attention and respond to the pictures or the words.Ask questions about the book. Make comments and shares their own ideas.Begin to develop play around favourite stories using props.	<u>Reading Comprehension</u> <ul style="list-style-type: none">Have favourite books and seek them out, to share with an adult and peers.Begin to ask questions about the books, make comments and shares their own ideas.Continue to develop play around favourite stories using props.	<u>Reading Comprehension</u> <ul style="list-style-type: none">Continue to develop a love of books and seek them out.Begin to engage in conversations about stories, learning new vocabulary and sharing own thoughts and ideas. <u>Reading Word</u>	<u>Reading Comprehension</u> <ul style="list-style-type: none">Engage in extended conversations about stories, and begin to learn new vocabulary. <u>Reading Word</u> <ul style="list-style-type: none">To know that print has meaning.To know the name of the different parts of a book. <u>Writing</u>	<u>Reading Comprehension</u> <ul style="list-style-type: none">Continue to engage in extended conversations about stories, and learning new vocabulary. <u>Reading Word</u> <ul style="list-style-type: none">To know that print can have different purposes.To know the name of the different parts of a book.To know that we read English text from left to

		<p><u>Reading Word</u></p> <ul style="list-style-type: none"> To hold a book the correct way up, turning the pages one at a time. <p><u>Writing</u></p> <ul style="list-style-type: none"> Enjoy drawing freely. Add some marks to their drawings, which they give meaning to. For example: "That says mummy." Make marks on their picture to stand for their name. 	<ul style="list-style-type: none"> Engage in extended conversations about stories, learning new vocabulary. <p><u>Reading Word</u></p> <ul style="list-style-type: none"> Notice some print, such as a bus or door number, or a familiar logo. To know what an author and illustrator are. <p><u>Writing</u></p> <ul style="list-style-type: none"> Add some marks to their drawings, which they give meaning to. For example: "That says mummy." Make marks or initial letter on their picture to stand for their name. 	<ul style="list-style-type: none"> Notice some print, such as a bus or door number, or a familiar logo. To know what an author and illustrator are. <p><u>Writing</u></p> <ul style="list-style-type: none"> Use some of their print and letter knowledge in their early writing. To write some or all of their name. 	<ul style="list-style-type: none"> Continue to use their print and letter knowledge in their early writing. To write some or all of their name. 	<p>right and from top to bottom.</p> <p><u>Writing</u></p> <ul style="list-style-type: none"> Use some of their print and letter knowledge in their early writing. Write some letters accurately (in their name)
Phonics	<p>Develop their phonological awareness, so that they can recognise words with the same initial sound, spit and suggest rhymes and clap syllables in a word. To orally blend sounds in simple words.</p>					
	<ul style="list-style-type: none"> Little Wandle Foundations ~ nursery rhyme activities, phonological awareness and oral blending games Focus on environmental and instrumental sounds. 	<ul style="list-style-type: none"> Little Wandle Foundations ~ nursery rhyme activities, phonological awareness and oral blending games. Teach children to hear the same initial sound for words and names of objects s/a/t/p/i/n Teach children to blend CVC words using oral blending and objects 	<ul style="list-style-type: none"> Little Wandle Foundations ~ nursery rhyme activities, phonological awareness and oral blending games. Teach children to identify initial sounds of words and names of objects. Teach children to distinguish different sounds m/d/g/o/c/k/e Teach children to blend a wider range of CVC words using oral blending 	<ul style="list-style-type: none"> Little Wandle Foundations ~ nursery rhyme activities, phonological awareness and oral blending games. Teach children to identify initial sounds of words and names of objects. Teach children to articulate sounds correctly – including playing with voice sounds u/r/h/b/f/l/j Teach children to blend a wider range of CVC words using oral blending 	<ul style="list-style-type: none"> Little Wandle Foundations ~ nursery rhyme activities, phonological awareness and oral blending games. Teach children to identify initial sounds of words and objects v/w/y/z/qu/ch Teach children to blend a wider range of CVC words using oral blending 	<ul style="list-style-type: none"> Little Wandle Foundations ~ nursery rhyme activities, phonological awareness and oral blending games. Teach children to identify the <u>final</u> sounds of words and objects ck/x/sh/th/ng/nk Teach children to blend a wider range of CVC words using oral blending
Mathematics	<p><u>Number</u></p> <ul style="list-style-type: none"> Take part in finger rhymes with numbers. Count in everyday contexts. Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). <p><u>Numerical Patterns</u></p> <ul style="list-style-type: none"> React to changes of amount in a group of up to three items. Compare amounts, saying 'lots', 'more' or 'same.' 		<p><u>Number</u></p> <ul style="list-style-type: none"> Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Show 'finger numbers' up to 5. 		<p><u>Number</u></p> <ul style="list-style-type: none"> Consolidate understanding that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Reinforce showing 'finger numbers' up to 5. Count objects, actions and sounds. <p><u>Numerical Patterns</u></p>	

	<p><u>Shape Space & Measure</u></p> <ul style="list-style-type: none"> Compare sizes using gesture and language. Build with a range of resources Complete inset puzzles Talk and explore 2D shapes. Notice patterns and arrange things in patterns. Talk about and identify the patterns around them. Use informal language like 'pointy', 'spotty', 'blobs' etc. 	<p><u>Numerical Patterns</u></p> <ul style="list-style-type: none"> Compare quantities using language: 'more than', 'less than.' Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Experiment with their own symbols and marks as well as numerals. <p><u>Shape, Space & Measure</u></p> <ul style="list-style-type: none"> Understand position through words alone. Select shapes appropriately to make pictures and for building models. Extend and create an ABAB patterns – stick, leaf, stick, leaf Talk about and explore 2D shapes using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. Make comparisons between objects relating to <u>size</u>, <u>length</u>, <u>weight</u> and <u>capacity</u>. Begin to describe a sequence of events, real or fictional using words such as 'first', then... 	<ul style="list-style-type: none"> Compare numbers. (Use vocabulary: 'more than', 'less than', 'fewer', 'the same as', 'equal to'. Encourage children to use these words.) Continue to experiment with their own symbols and marks as well as numerals. Solve real world mathematical problems with numbers up to 5. <p><u>Shape, Space & Measure</u></p> <ul style="list-style-type: none"> Notice and correct an error in a repeating pattern. Consolidate talking about and exploring 2d shapes and begin to introduce 3D using informal and mathematical language. Understand position through words alone. Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind.' Continue to describe a sequence of events, real or fictional using words such as 'first', then...' Make comparisons between objects relating to size, length, <u>weight</u> and capacity.
Understanding the World	<p><u>Past and Present</u></p> <ul style="list-style-type: none"> Begin to make sense of their own life story. <p><u>People, Culture, and communities</u></p> <ul style="list-style-type: none"> Notice differences between themselves and their peers. <p><u>The Natural World</u></p> <ul style="list-style-type: none"> Use all their senses in hands on exploration of natural materials. Explore and respond to different natural phenomena in their <u>setting</u> and on trips. Explore collections of materials with similar and/or different properties. 	<p><u>Past and Present</u></p> <ul style="list-style-type: none"> Continue to make sense of their own life-story. <p><u>People, Culture, and communities</u></p> <ul style="list-style-type: none"> Notice differences between other people. Continue developing positive attitudes about the differences between people. Show interest in different occupations. <p><u>The Natural World</u></p> <ul style="list-style-type: none"> Continue to explore and respond to different natural phenomena. Continue to explore collections of materials with similar and/or different properties. Talk about the differences between materials and changes they notice. Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. Talk about what they see, using a wide vocabulary. 	<p><u>Past and Present</u></p> <ul style="list-style-type: none"> Begin to make sense of their family's history. <p><u>People, Culture, and communities</u></p> <ul style="list-style-type: none"> Make connections between the features of their family and other families. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. <p><u>The Natural World</u></p> <ul style="list-style-type: none"> Talk about what they see, using a wide vocabulary. Continue to develop an understanding of the need to respect and care for the natural environment and all living things. Explore and talk about different forces they can feel. Explore how things work.
Expressive Arts and Design	<p><u>Creating with Materials</u></p> <p>Intentionally.</p> <p>Fingers and other parts of their bodies as well as brushes and other</p>	<p><u>Creating with Materials</u></p> <ul style="list-style-type: none"> Make simple models which express their ideas. Join different materials and explore different textures. 	<p><u>Creating with Materials</u></p> <ul style="list-style-type: none"> Draw with increasing complexity and detail, such as representing a face with a circle and including details.

	<ul style="list-style-type: none"> Manipulate and play with different materials. Notice patterns with strong contrasts and be attracted by patterns resembling the human face. Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make. Explore different materials, using all their senses to investigate them. Explore colour and colour mixing. <p><u>Being Imaginative and Expressive</u></p> <ul style="list-style-type: none"> Join in with songs and rhymes, making some sounds. Make rhythmical and repetitive sounds. Explore a range of sound makers and instruments and play them in different ways. Explore their voices and enjoy making sounds. Enjoy and take part in action songs. Use their imagination as they consider what they can do. Take part in simple pretend play, using an object to represent something else even though they are not similar different materials. 	<ul style="list-style-type: none"> Create closed shapes with continuous lines and begin to use these shapes to represent objects. Explore different materials freely, to develop their ideas about how to use them and what to make. Continue to explore colour and colour mixing. <p><u>Being Imaginative and Expressive</u></p> <ul style="list-style-type: none"> Respond emotionally and physically to music when it changes. Remember and sing entire songs. Sing the melodic shape (moving melody, such as up and down, down, and up) of familiar songs. Begin to develop stories using small world equipment like animal sets, dolls and dolls houses etc. Develop complex stories using small world equipment like animal sets, dolls and dolls houses etc 	<ul style="list-style-type: none"> Use drawing to represent ideas like movement or loud noises. <p><u>Being Imaginative and Expressive</u></p> <ul style="list-style-type: none"> Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings. Play instruments with increasing control to express their feelings and ideas. Sing the pitch of a tone sung by another person ('pitch match'). Create their own songs or improvise a song around one they know.
SRE	<p><u>Me, Myself and I</u></p> <p>*Demonstrate a positive sense of identity, self-confidence and self-esteem.</p> <p>*Recognise and value similarities and differences between themselves and others.</p> <p><u>Is There Anyone Like Me?</u></p> <p>*To celebrate individuality and uniqueness.</p> <p>*To discuss similarities and differences.</p> <p><u>Amazing Daisy</u></p> <p>*Demonstrate self-knowledge and self-esteem.</p> <p>*To understand the importance of persistence and set a goal to work towards.</p> <p><u>Healthy Minds A</u></p> <p>*To show that they can pay attention to the inside and the outside.</p> <p><u>The Colour Poem</u></p> <p>*Begin to connect emotions and emotion words to feelings and colours.</p> <p>Begin to name emotions.</p> <p><u>How We Feel</u></p> <p>*To name 2-3 emotions.</p>	<p><u>The Tale of Baby Beetroot</u></p> <p>*To recognise kind behaviour.</p> <p>*To celebrate diversity.</p> <p><u>Lara The Yellow Ladybird</u></p> <p>*To demonstrate a strong sense of identity.</p> <p>*To demonstrate an appreciation of diversity.</p> <p><u>My Voice</u></p> <p>*To demonstrate self-esteem and self-confidence.</p> <p>*To demonstrate a sense of empowerment and voice, regardless of their gender.</p> <p><u>Healthy Mind C</u></p> <p>*Name three things that they can do to calm their feelings.</p> <p>*To experience how calming can be helped by movement.</p> <p>*To know it is okay to have an accident and to self-forgive.</p> <p><u>Kitchi's Moccasins</u></p> <p>*To understand the importance of respecting everyone's ideas, thoughts and feelings.</p> <p>*To think about being inclusive and kind to others who might be different from them.</p> <p><u>Helping Hands</u></p>	<p><u>Home</u></p> <p>*To understand that all people deserve shelter.</p> <p>*To understand that home around the world look different.</p> <p>*To name similarities and difference among homes around the world.</p> <p><u>A Time to Be Noisy</u></p> <p>*Recognise feelings of excitement and frustration.</p> <p>*To identify strategies to help regulate emotions.</p> <p>*To understand that all emotions and feelings are okay.</p> <p><u>I Love My Planet</u></p> <p>*To demonstrate a sense of responsibility for Earth.</p> <p>*To understand the importance of saving our natural resources.</p> <p>*To understand the interconnectedness of living creatures.</p> <p><u>Anjali's Kite</u></p> <p>*To understand the importance of kindness and sharing.</p> <p>*To take the perspectives of others and work collaboratively.</p> <p><u>Healthy Minds E</u></p> <p>*To say one way they are the same and different from others.</p> <p>*To name one thing that everyone wants – peace.</p> <p><u>Sizwe's Smile</u></p>

	<p>*To recognise that everyone has feelings.</p> <p><u>Wally The Wave</u></p> <p>*Name ‘big’ feelings (anger, frustration etc.).</p> <p>*Begin to demonstrate self-regulation and impulse control.</p> <p>*To understand that feelings change.</p> <p><u>Healthy Minds B</u></p> <p>*To notice and name sounds and sensations.</p> <p><u>I Have a Plan</u></p> <p>*To show ability to listen to others’ words.</p> <p>*To demonstrate compassion for all creatures – animals and humans.</p> <p><u>The Wall</u></p> <p>*To further understand similarities and differences.</p> <p>*To celebrate diversity and accepting others.</p> <p>*Collaborate to create a piece of group artwork.</p>		<p>*To understand that kind actions make a positive difference.</p> <p>*To name and appreciate contributions by people in their lives.</p> <p>*To know that all jobs can be performed by both men and women.</p> <p><u>Diego’s Great Idea</u></p> <p>*To understand that no one should be excluded.</p> <p>*To explore friendships with those who are different to them.</p> <p>*To experience empathy.</p> <p><u>Head, Heart and Hands</u></p> <p>*To further develop their perspective taking skills.</p> <p>*To understand kindness.</p> <p>*To associate the head with thought, heart with emotion and hands with actions.</p> <p><u>My Amazing Brain</u></p> <p>*To understand the we all have a brain.</p> <p>*Name one thing the brain can do.</p> <p><u>Healthy Minds D</u></p> <p>*Learn to apologise sincerely and offer help to another.</p> <p>*Say how it feels on the inside to forgive someone.</p>		<p>*To understand that positive actions can have a positive effect on others and ourselves.</p> <p><u>My Special Hair</u></p> <p>*To value themselves and express a healthy sense of identity.</p> <p>*To celebrate diversity.</p> <p><u>Mum Loves Me So Much/Dad Loves Me So Much</u></p> <p>*To understand that everyone deserves to feel loved and cared for.</p> <p>*To recognise gender equality in family roles.</p> <p><u>Healthy Minds F</u></p> <p>*Name three gifts the Earth gives to us.</p> <p>*Name three ways they can take care of Earth.</p> <p><u>Caring Animals</u></p> <p>*To develop their own narratives as a reflection of the Think Equal content.</p>	
<p>Religious Education</p> <p><i>Come and See</i></p>	<p>Topic 1: Myself <i>God knows and loves each one</i></p> <p>Topic 2: Welcome <i>Baptism; a welcome to God’s family</i></p> <p>Topic 3: Birthday <i>Looking forward to Jesus’ Birthday</i></p>		<p>Topic 4: Celebrating <i>People celebrate in church</i></p> <p>Topic 5: Gathering <i>The parish family gathers to celebrate Eucharist</i></p> <p>Topic 6: Growing <i>Looking forward to Easter</i></p> <p>Special days/ ritual objects ~ Hanukkah</p>		<p>Topic 7: Good News <i>Passing on the good news of Jesus</i></p> <p>Topic 8: Friends <i>Friends of Jesus</i></p> <p>Topic 9: Our world <i>God’s wonderful world</i></p> <p>Special days/ ritual objects ~ Prayer mats</p>	
<p>Feast Days</p>	<ul style="list-style-type: none">▪ Our Lady’s Birthday▪ Month of the Holy Rosary▪ St Francis of Assisi (class saint)	<ul style="list-style-type: none">▪ All Saint▪ All Souls▪ Christ the King▪ Advent begins	<ul style="list-style-type: none">▪ The Epiphany▪ The Baptism of Jesus▪ Presentation of Jesus	<ul style="list-style-type: none">▪ St David’s Day▪ Ash Wednesday▪ St Patrick’s Day▪ St Joseph’s Day▪ The Annunciation▪ Palm Sunday▪ Holy Week	<ul style="list-style-type: none">▪ St George’s Day▪ Month of Mary▪ Ascension Thursday▪ Sacred Heart▪ Pentecost	<ul style="list-style-type: none">▪ Corpus Christi▪ Ss Peter and Paul▪ Our Lady of Mount Carmel

Parental Engagement	<ul style="list-style-type: none"> ➤ Weekly Newsletter News from Home ➤ Fox and Hedgehog of the Week ~ my weekend with... ➤ Meet the Teacher 	<ul style="list-style-type: none"> ➤ Weekly Newsletter News from Home ➤ Lending library ➤ Fox and Hedgehog of the Week ~ my weekend with... ➤ Parents Evening ➤ Travelling Nativity 	<ul style="list-style-type: none"> ➤ Weekly Newsletter News from Home ➤ Lending library ➤ Fox and Hedgehog of the Week ~ my weekend with... 	<ul style="list-style-type: none"> ➤ Weekly Newsletter News from Home ➤ Lending Library ➤ Fox and Hedgehog of the Week ~ my weekend with... ➤ Parents Evening 	<ul style="list-style-type: none"> ➤ Weekly Newsletter News from Home ➤ Lending Library ➤ Fox and Hedgehog of the Week ~ my weekend with... 	<ul style="list-style-type: none"> ➤ Weekly Newsletter News from Home ➤ Lending Library ➤ Fox and Hedgehog of the Week ~ my weekend with... ➤ Nursery End of Year Assembly ➤ End of Year Reports
Curriculum Enrichment	<ul style="list-style-type: none"> ➤ Walk to post box to post invitation home for Nursery Nativity performance 	<ul style="list-style-type: none"> ➤ Walk to Asda Supermarket (porridge ingredients) 	<ul style="list-style-type: none"> ➤ Walk around local area ~ I spy (vehicles) 			