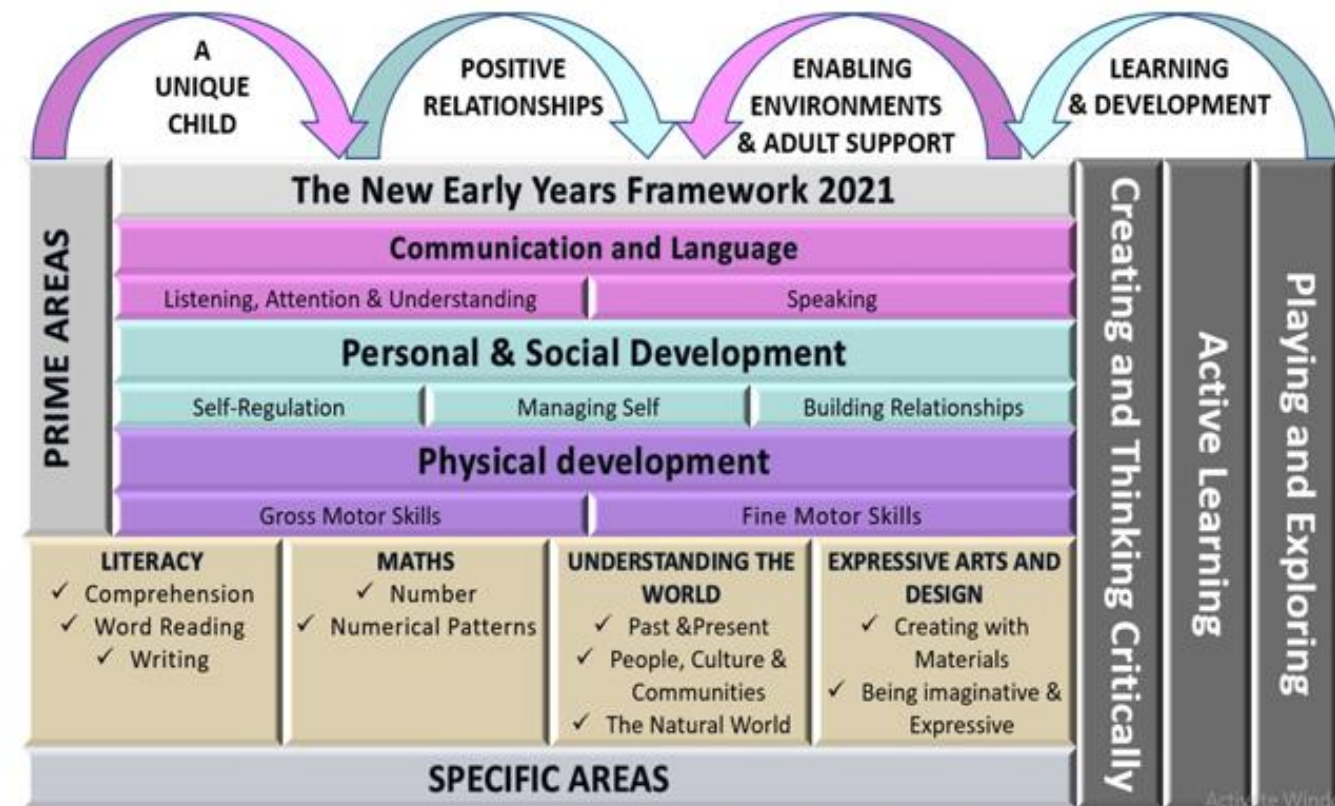




# Nursery Long Term Plan 2022-23



At The Stonebridge School we offer a curriculum rich in wonder and memorable experiences. We work hard to provide a stimulating environment that provides exciting opportunities, promotes challenge, exploration, adventure and a real love of learning.

It is our intent that all children develop physically, verbally, cognitively and emotionally in an environment which values all cultures, communities and people. We aim for our children to be confident and independent, to believe in themselves and interact positively with others.



	Autumn 1	Autumn 2		Spring 1	Spring 2		Summer 1	Summer 2	
Theme	<i>All About Me</i>	<i>People Who Help Us</i>	<i>Winter and Celebrations</i>	<i>Traditional Tales</i>	<i>Spring Time</i>	<i>Easter</i>	<i>Animals</i>	<i>Traditional Tales</i>	<i>Summer</i>
Sub Themes & Enrichment Opportunities	Starting school New Beginnings The Season of Autumn  Black History Month Halloween Harvest Time	Emergency Services Family and Friends Other People Who Help Us  Remembrance Day Anti-Bullying Week	The Season of Winter Christmas traditions Nativity  Hanukkah Diwali Guy Fawkes/Bonfire Night	Traditional Tales (see books below)  Chinese New Year Valentine’s Day Internet Safety Day	Plants and Flowers The Season of Spring  Mother’s Day Queen’s Birthday Science Week Planting Seeds in the Garden	Easter Celebrations  Passover Easter Egg Hunt Nature Hunt	Pets Night & Day Animals Mini-beasts Jungle Animals On the Farm  Eid D-Day Start of Ramadan Farm/zoo trip	Traditional Tales (see books below)  World Environment Day Picnic on the school field	The Season of Summer Seaside and Sea  Father’s Day Map work – treasure hunt
Texts	1. <i>Children’s Choice</i> 2. <i>Children’s Choice</i> 3. <i>So Much</i> 4. <i>Owl Babies</i> 5. <i>Spot Loves Nursery</i> 6. <i>The Tiger Who Came to Tea</i> 7. <i>Peace at Last</i>	<i>Nine Marvel Superhero Tales</i> <i>Non-Fiction books about people who help us</i>	<i>Christmas Story/Nativity</i> <i>Non-fiction books about the different celebrations</i>	<i>Goldilocks</i> <i>The Three Little Pigs</i> <i>Red Riding Hood</i> <i>Gingerbread Man</i>  <i>A Book of Bears: At Home with Bears Around the World by Kate Viggers</i>	<i>The Tiny Seed</i> <i>Non-fiction plant books</i> <i>Jasper’s Beanstalk</i> <i>Going on a Bear Hunt</i>	<i>The Best Easter Egg Hunt Ever</i> <i>Non-fiction books about religious celebrations</i>	<i>The Snail and the Whale</i> <i>Oi Frog</i> <i>Animal non-fiction books</i> <i>Oi Get off Our Train</i> <i>Harry and the Bucket Full of Dinosaurs</i> <i>We all Went on Safari</i>	<i>Jack and the Beanstalk</i> <i>The Three Billy Goats</i>	<i>Non-fiction books about summer</i> <i>Rainbow Fish</i>
Reading & Literacy	Enjoy songs and rhymes  Enjoy sharing books with an adult  Enjoy drawing freely	Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo  Pay attention and respond to pictures or words in books  Seek out favourite books		Say some of the words in songs and rhymes  Repeat words and phrases from familiar stories  Give meaning to marks on drawings	Repeat words and phrases from familiar stories  Ask questions, make comments and share ideas about a book  Make marks on drawings to stand for their name		Sings songs and say rhymes independently  Develop an understanding of the five key concepts of print	Extended conversations about stories, learning new vocabulary  Write some or all of their name  Write some letters accurately	
	Throughout the year: books for sharing at home/quality texts in reading area/texts in all areas of provision/exposure to fiction and non-fiction/daily story time/daily singing of nursery rhymes/name card in area/mark making/shape formation prompts/letter formation prompts /Phase 1 Phonics Aspects 1-7/ children will be extended to work on Phase 2 phonics								

Maths	<p><b>Early Mathematical Experiences / Number Rhymes</b></p> <ul style="list-style-type: none"> <li>• Explores simple composition of number through number rhymes.</li> <li>• Having numbers in and around the Nursery environment i.e. displays.</li> <li>• Knows and sings a selection of number rhymes.</li> </ul> <p><b>Numbers to 5</b></p> <ul style="list-style-type: none"> <li>• Practise counting aloud to 5.</li> <li>• Show ‘finger numbers’ to three.</li> </ul> <p><b>Shape</b></p> <ul style="list-style-type: none"> <li>• Shows an interest in shape and space by playing with shapes and making arrangement</li> </ul>	<p><b>Numbers to 5</b></p> <ul style="list-style-type: none"> <li>• Subitise small amounts up to 3 objects.</li> <li>• Link numeral and quantity to 3.</li> </ul> <p><b>Shape and Space</b></p> <ul style="list-style-type: none"> <li>• Explore 2D and 3D shapes to create patterns as construction resources.</li> <li>• Selects shapes appropriately i.e. triangular prism for a roof</li> <li>• Talk about size ‘bigger/little/smaller’, ‘high/low’, ‘tall’, ‘heavy’</li> </ul> <p><b>Number Patterns</b></p> <ul style="list-style-type: none"> <li>• Days of the week, seasons</li> <li>• Sequence daily events</li> </ul>	<p><b>Numbers to 5</b></p> <ul style="list-style-type: none"> <li>• Count reliably to 5, and beginning to count beyond 5.</li> <li>• Say one number name for each item in order– 1, 2, 3, 4, 5.</li> </ul> <p><b>Compare Quantities</b></p> <ul style="list-style-type: none"> <li>• Sort objects by a variety of criteria</li> <li>• Describes similarities and differences</li> </ul>	<p><b>Numbers to 5.</b></p> <ul style="list-style-type: none"> <li>• Know the last number reached when counting a set of objects tells you how many there are (‘cardinal principle’)</li> </ul> <p><b>Shape and Space</b></p> <ul style="list-style-type: none"> <li>• Talk about and explore 2D and 3D shapes, using informal and mathematical language i.e. sides/corners.</li> <li>• Understand and use positional language.</li> </ul>	<p><b>Numbers to 5</b></p> <ul style="list-style-type: none"> <li>• Solve real world mathematical problems up to 3.</li> <li>• Experiments with own symbols and marks as well as numerals.</li> <li>• Verbally rote count to 10</li> </ul> <p><b>Number Patterns</b></p> <ul style="list-style-type: none"> <li>• Extend and create simple ‘ABAB’ patterns.</li> <li>• Spotting and exploring errors in repeating patterns.</li> </ul> <p><b>Shape and Space</b></p> <ul style="list-style-type: none"> <li>• Make comparisons between objects relating to size, length, weight and capacity.</li> </ul>	<p><b>Numbers to 5 and beyond</b></p> <ul style="list-style-type: none"> <li>• Solve real world mathematical problems up to 5.</li> <li>• Experiments with own symbol and marks as well as numerals.</li> <li>• Verbally rote count to 10.</li> </ul> <p><b>Compare Quantities</b></p> <ul style="list-style-type: none"> <li>• Compares quantities by using the terms ‘more than’, ‘less than’ and ‘the same’.</li> </ul> <p><b>Number Patterns</b></p> <ul style="list-style-type: none"> <li>• Begin to describe a sequence of events (real or fictional) using words such as first, then etc.</li> </ul>
	Throughout the year: children are exposed to number, size and positional language songs and rhymes to reinforce learning.					
Communication & Language	<p>Enjoy listening to simple stories</p> <p>Develop vocabulary – descriptive language</p> <p>Start to say how they are feeling using words as well as actions</p>	<p>Listening to simple stories and understand what is happening with the help of pictures</p> <p>Start to develop conversation</p> <p>Develop vocabulary – words for time e.g. now, later</p>	<p>Enjoy listening to longer stories</p> <p>Develop vocabulary – function of an object e.g. knows a sponge is for washing</p> <p>Develop pretend play ‘putting baby to sleep’ or ‘driving a car to the shops’</p>	<p>Enjoy listening to longer stories and remember much of what happens</p> <p>Understand simple questions about ‘who’, ‘what’ and ‘where’</p> <p>Use a wider range of vocabulary</p>	<p>Sing a large repertoire of songs</p> <p>Understand ‘why’ questions</p> <p>Using sentences of four to five words</p> <p>Use talk to organise play e.g. “Let’s go on a bus, you sit there”</p> <p>Use past tense</p>	<p>Know many rhymes, be able to talk about familiar books and be able to tell a long story</p> <p>Start a conversation with an adult or friend and continue it for many turns</p> <p>Use ‘because’ or ‘and’ in sentences</p> <p>Use future tense</p> <p>Answer simple ‘why’ questions</p>
	Throughout the year: communication and language underpins all the seven areas of learning therefore is covered and reinforced throughout their day at school.					
<p><b>Personal, Social, Emotional Development (JIGSAWScheme)</b></p> <p><b>Self-Regulation</b> –Controlling own</p>	<p><b>Being Me In My World</b></p> <ul style="list-style-type: none"> <li>• I understand how it feels to belong and that we are similar and different.</li> <li>• I understand how feeling happy and sad can be expressed.</li> </ul>	<p><b>Celebrating Difference</b></p> <ul style="list-style-type: none"> <li>• I know how it feels to be proud of something I am good at.</li> <li>• I can tell you one way I am special and unique.</li> <li>• I know that all families are different.</li> </ul>	<p><b>Dreams and Goals</b></p> <ul style="list-style-type: none"> <li>• I understand what a challenge means.</li> <li>• I can keep trying</li> </ul>	<p><b>Healthy Me</b></p> <ul style="list-style-type: none"> <li>• I know the names for some parts of my body and am starting to understand that I need to be active to be healthy.</li> <li>• I can tell you some of the</li> </ul>	<p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>• I can tell you about my family.</li> <li>• I understand how to make friends if I feel lonely.</li> </ul>	<p><b>Changing Me</b></p> <ul style="list-style-type: none"> <li>• I can name parts of my body and show respect for myself.</li> <li>• I can tell you some things I can do and somehow I can eat to be healthy.</li> </ul>






<p>feelings and behaviours</p> <ul style="list-style-type: none"> <li>-Applying personalised strategies to return to a state of calm</li> <li>-Being able to curb impulsive behaviours</li> <li>-Being able to concentrate on a task</li> <li>-Delaying gratification</li> <li>-Persisting in the face of difficulty.</li> </ul>	<ul style="list-style-type: none"> <li>• I can work together and consider other people’s feelings.</li> <li>• I can use gentle hands and understand that it is good to be kind to people.</li> <li>• I am starting to understand children’s rights and this means we should all be allowed to learn and play.</li> <li>• I am learning what being responsible means.</li> </ul> <p><b><u>Linked stories</u></b> ‘Hands are not for hitting’ by Martine Agassi</p>	<ul style="list-style-type: none"> <li>• I know there are lots of different houses and homes.</li> <li>• I can tell you how I could make new friends.</li> <li>• I can use my words to stand up for myself.</li> </ul> <p><b><u>Linked stories</u></b> ‘It’s OK To Be Different’ by Todd Parr.</p>	<p>until I can do something.</p> <ul style="list-style-type: none"> <li>• I can set a goal and work towards it.</li> <li>• I know some kind words to encourage people with.</li> <li>• I can start to think about the jobs I might like to do when I’m older.</li> <li>• I can feel proud when I achieve a goal.</li> </ul> <p><b><u>Linked stories</u></b> ‘The Hare and the Tortoise’ Aesop’s Fables ‘The Jungle Run’ by Tony Mitton</p>	<p>things I need to do to be healthy.</p> <ul style="list-style-type: none"> <li>• I know what the word ‘healthy’ means and that some foods are healthier than others.</li> <li>• I know how to help myself go to sleep and that sleep is good for me.</li> <li>• I can wash my hands and know it is important to do this before I eat and after I go to the toilet.</li> <li>• I know what to do if I get lost and how to say NO to strangers.</li> </ul> <p><b><u>Linked stories</u></b> Little Red Riding Hood</p>	<ul style="list-style-type: none"> <li>• I can tell you some of the things I like about my friends.</li> <li>• I know what to say and do if somebody is meant to me.</li> <li>• I can use Calm Me time to manage my feelings.</li> <li>• I can work together and enjoy being with my friends.</li> </ul> <p><b><u>Linked stories</u></b> ‘George and Martha’ stories by James Marshall</p>	<ul style="list-style-type: none"> <li>• I understand that we all start as babies and grow into children and then adults.</li> <li>• I know that I grow and change.</li> <li>• I can talk about how I feel moving to School from Nursery.</li> <li>• I can remember some fun things about Nursery this year.</li> </ul> <p><b><u>Linked Stories</u></b> ‘The Very Hungry Caterpillar’ by Eric Carle</p>
	<p><b>Throughout the year:</b> discreet check ins at the start of each session and throughout/ ‘Calm Me’ chime bar (Jigsaw)</p>					
<p><b>Physical Development</b></p>	<ul style="list-style-type: none"> <li>• Running, jumping and climbing</li> <li>• Draw lines and circles using gross motor skills</li> <li>• Enjoy starting to kick, throw and catch balls</li> <li>• Build with a range of appropriate resources</li> <li>• Holding writing equipment</li> </ul>	<ul style="list-style-type: none"> <li>• Running, jumping and climbing.</li> <li>• Draw lines and circles using gross motor skills.</li> <li>• Holding writing equipment</li> <li>• Develop manipulation and control</li> <li>• Explore different materials and tools e.g. clay, brushes, shells</li> <li>• Climb up apparatus using alternate feet</li> <li>• Clap and stamp to music</li> </ul>	<ul style="list-style-type: none"> <li>• Running around obstacles</li> <li>• Correct use of pencils and scissors</li> <li>• Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills</li> <li>• Use large and small motor skills to do things independently e.g.</li> <li>• manage buttons and zips</li> </ul>	<ul style="list-style-type: none"> <li>• Copy some letters</li> <li>• Cutting with scissors for a purpose</li> <li>• Skip, hop, stand on one leg and hold a pose for games like musical statues</li> <li>• Make healthy choices about food, drink, activity and tooth brushing</li> <li>• Become increasingly independent in meeting own care needs e.g. using the toilet, washing and drying hands thoroughly</li> </ul>	<ul style="list-style-type: none"> <li>• Observe effect of activity on bodies.</li> <li>• Forming some recognisable letters.</li> <li>• Use and remember sequences and patterns of movements related to rhythm and music</li> <li>• Use one handed equipment e.g. scissors to make snips in paper</li> <li>• Collaborate with others to manage large items such as large blocks and planks</li> </ul>	<ul style="list-style-type: none"> <li>• Developing the ability to put on and take off their own coat with some adult support</li> <li>• Use a comfortable grip when holding pens and pencils</li> <li>• Show preference for a dominant hand</li> <li>• Forming more recognisable letters</li> </ul>
	<p><b>Throughout the year:</b> encourage children to become increasingly independent in meeting their care needs e.g. using the toilet, washing and drying their hands thoroughly, getting dressed</p>					

Expressive Arts and Design	<p><b>Explore :-</b></p> <ul style="list-style-type: none"> <li>• Colour – recognise colours / choose colours for a purpose</li> <li>• Can use thick paint brushes</li> <li>• Use glue sticks independently and glue spatulas with support</li> <li>• Manipulates playdough in different ways (rolls, cuts, squashes, pinches, twists)</li> <li>• (Creative table/ painting/ play dough)</li> </ul> <p><b>Imaginative Play :-</b></p> <ul style="list-style-type: none"> <li>• Develop storylines</li> <li>• Plays with familiar resources</li> <li>• Participates in small world play related to rhymes and stories</li> <li>• (Small world/ sand pit/ toys / resources)</li> </ul> <p><b>Music :-</b></p> <ul style="list-style-type: none"> <li>• Responds to music – verbally and using movement</li> <li>• Sings in a group and tries to keep in time (Carpet time/ routine songs)</li> </ul>	<p><b>Explore :-</b></p> <ul style="list-style-type: none"> <li>• Colour – recognise colours / choose 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other materials to develop models</li> <li>• Beginning to weave using large outdoor shapes and large ribbons</li> <li>• Adds additional textures</li> <li>• (Creative table/ painting/ play dough)</li> </ul> <p><b>Imaginative Play :-</b></p> <ul style="list-style-type: none"> <li>• Uses own experiences to develop storylines</li> <li>• Create and use small world set ups (small world/ sand pit/ toys/ resources)</li> </ul> <p><b>Music :-</b></p> <ul style="list-style-type: none"> <li>• Talks about how music makes them feel</li> <li>• sings a selection of nursery rhymes/ songs from memory (carpet time/ routine songs)</li> </ul>	<p><b>Explore :-</b></p> <ul style="list-style-type: none"> <li>• Draws potato people (no neck or body)</li> <li>• Draw simple things from memory i.e. cat</li> <li>• Adds other materials to develop models</li> <li>• Beginning to weave using large outdoor shapes and large ribbons</li> <li>• Adds additional textures</li> <li>• (Creative table/ painting/ play dough)</li> 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ideas and developing skills together</li> <li>• (small world/ sand pit/ toys/ resources)</li> </ul> <p><b>Music :-</b></p> <ul style="list-style-type: none"> <li>• Copies basic actions and begins to learn short dance routines</li> <li>• Watches dances and performances</li> <li>• Able to name a wide variety of instruments (drums, tambourine, maraca, triangle)</li> <li>• Plays a given instrument to a simple beat (carpet time/ routine songs)</li> </ul>	<p><b>Explore :-</b></p> <ul style="list-style-type: none"> <li>• Print with blocks, sponges and fruit</li> <li>• Draw things that they observe</li> <li>• Works independently to develop basic skills</li> <li>• Begin experiment with mixing colours</li> <li>• Builds walls to create enclosed spaces, beginning to add towers etc</li> <li>• (creative table/ writing area/ painting area)</li> </ul> <p><b>Imaginative play :-</b></p> <ul style="list-style-type: none"> <li>• Creates their own piece of art and gives meaning</li> <li>• Begins to work with a friend, copying ideas and developing skills together</li> <li>• (small world/ sand pit/ toys/ resources)</li> </ul> <p><b>Music :-</b></p> <ul style="list-style-type: none"> <li>• Copies basic actions and begins to learn short dance routines</li> <li>• Watches dances and performances</li> <li>• Able to name a wide variety of instruments (drums, tambourine, maraca, triangle)</li> <li>• Plays a given instrument to a simple beat (carpet time/ routine songs)</li> </ul>
Understanding the World	<p><b>Past and Present :- History</b></p> <ul style="list-style-type: none"> <li>• Able to say who they are and who they live with. (PSHE/ All About Me)</li> <li>• Can talk about any pets they may have. (All About Me)</li> <li>• Can talk about some members of their family. (All About Me)</li> </ul> <p><b>Culture and Community :-- RE/ Geography</b></p>	<p><b>Past and Present :- History</b></p> <ul style="list-style-type: none"> <li>• Comments on experiences in their own life (Christmas, Diwali etc)</li> <li>• Shares similarities between characters, figures or objects (Traditional Tales/ Christmas)</li> </ul> <p><b>Culture and Community :- RE and Geography</b></p> <ul style="list-style-type: none"> <li>• Comments on celebrations in their own life (Christmas/ PSHE)</li> </ul>	<p><b>Past and Present :- History</b></p> <ul style="list-style-type: none"> <li>• Shares similarities between characters, figures or objects (different types of animal)</li> <li>• Comments on characters in fictional stories (Traditional Tales)</li> </ul> <p><b>Culture and Community :- RE and Geography</b></p> <ul style="list-style-type: none"> <li>• Shows an interest in</li> </ul>	<p><b>Past and Present :- History</b></p> <ul style="list-style-type: none"> <li>• Comments on experiences in their own life (Easter)</li> </ul> <p><b>Culture and Community :- RE and Geography</b></p> <ul style="list-style-type: none"> <li>• Knows there are special places of worship (Easter)</li> <li>• Knows there are differences between what we believe (PSHE)</li> </ul>	<p><b>Past and Present :- History</b></p> <ul style="list-style-type: none"> <li>• Able to say who they are and who they live with (PSHE)</li> <li>• Can talk about any pets they may have (PSHE)</li> <li>• Can talk about some members of their family (PSHE)</li> <li>• Comments on experiences in their own life (PSHE)</li> <li>• Comments on characters in fictional stories (Animals)</li> </ul>	<p><b>Past and Present :- History</b></p> <ul style="list-style-type: none"> <li>• Can talk about some members of their family (PSHE)</li> <li>• Sequence family members by size and name (baby, child, adult) (PSHE)</li> <li>• Comments on experiences in their own life (Seaside/ Summer/ Derby Project)</li> </ul>

	<ul style="list-style-type: none"> <li>• <i>Comments on celebrations in their own life. (All About Me)</i></li> </ul> <p><b>The Natural World :- Science and Geography</b></p> <ul style="list-style-type: none"> <li>• <i>Respect and care for the environment. (PSHE)</i></li> <li>• <i>Talk about what they see in their own environment (school/ home). (PSHE)</i></li> <li>• <i>Talk about and describe different types of houses, including where they live. (All About Me)</i></li> <li>• <i>Hands on exploration using senses.</i></li> </ul> <p><b>Global Goals: 13 “Climate Action”</b></p> <ul style="list-style-type: none"> <li>• <i>Recycling</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Knows there are special places of worship (PSHE)</i></li> <li>• <i>Knows there are differences in what we believe (PSHE)</i></li> <li>• <i>Develop positive attitudes about differences between people (PSHE)</i></li> </ul> <p><b>The Natural World :- Science and Geography</b></p> <ul style="list-style-type: none"> <li>• <i>Changing seasons (Christmas/ Winter)</i></li> <li>• <i>Identify suitable clothing for different weather (Christmas/ Winter)</i></li> <li>• <i>Hands on exploration using senses</i></li> </ul> <p><b>Global Goals: 3 “Good Health and Well Being”</b></p> <ul style="list-style-type: none"> <li>• <i>Healthy Food</i></li> </ul>	<p><i>different occupations (Animals – vets)</i></p> <ul style="list-style-type: none"> <li>• <i>Develop positive attitudes about differences between people (PSHE)</i></li> </ul> <p><b>The Natural World :- Science and Geography</b></p> <ul style="list-style-type: none"> <li>• <i>Respect and care for the environment ( Animals – habitats)</i></li> <li>• <i>Explore the world around them and how things work (Animals – habitats)</i></li> <li>• <i>Understand the difference between plants and animals (Animals)</i></li> <li>• <i>Know the life cycle of a butterfly (The Very Hungry Caterpillar)</i></li> </ul> <p><b>Global Goals:</b> N/A</p>	<ul style="list-style-type: none"> <li>• <i>Develop positive attitudes about differences between people (PSHE)</i></li> </ul> <p><b>The Natural World :- Science and Geography</b></p> <ul style="list-style-type: none"> <li>• <i>Hands on exploration using senses</i></li> <li>• <i>Changing seasons (Spring)</i></li> <li>• <i>Identify suitable clothing for different weather (Spring)</i></li> <li>• <i>Understand the difference between plants and animals (Spring)</i></li> <li>• <i>Plant seeds and care for growing plants with support (Spring)</i></li> </ul> <p><b>Global Goals: 4 “Quality Education”</b></p> <ul style="list-style-type: none"> <li>• <i>Safeguarding</i></li> </ul>	<p><b>Culture and Community :- RE and Geography</b></p> <ul style="list-style-type: none"> <li>• <i>Shows an interest in different occupations (People who Help us)</i></li> </ul> <p><b>The Natural World :- Science and Geography</b></p> <ul style="list-style-type: none"> <li>• <i>Respect and care for the environment (Recycling)</i></li> <li>• <i>Talk about what they can see in their own environment (Recycling)</i></li> <li>• <i>Talk about and describe different types of houses, including where they live (PSHE)</i></li> <li>• <i>Hands on exploration using senses</i></li> <li>• <i>Explore collections of materials and identify similar and different properties (Recycling/ Vehicles)</i></li> <li>• <i>Explore the world around them and explore how things work (Recycling/ Materials)</i></li> <li>• <i>Explores and talks about forces (push and pull) (Recycling/ Vehicles)</i></li> </ul> <p><b>Global Goals: 10 “Reduce Inequalities”</b></p> <ul style="list-style-type: none"> <li>• <i>No Discrimination</i></li> </ul>	<p><b>Culture and Community :- RE and Geography</b></p> <ul style="list-style-type: none"> <li>• <i>Know there are some other countries/ cities (Derby Project)</i></li> </ul> <p><b>The Natural World :- RE and Geography</b></p> <ul style="list-style-type: none"> <li>• <i>Talk about what they see in their own environment (Derby Project)</i></li> <li>• <i>Talk about and describe different types of houses, including where they live (Derby Project)</i></li> <li>• <i>Changing seasons (Summer)</i></li> <li>• <i>Identify suitable clothing for different weather (Summer/ Seaside)</i></li> </ul> <p><b>Global Goals: 1 “No Poverty”</b></p> <ul style="list-style-type: none"> <li>• <i>Equality</i></li> </ul>
<b>Trips, visits and experiences</b>		Visits from people who help us	Planting Seeds in the Garden Nature hunt Easter egg hunt		Farm/Zoo trip	Picnic on the school field Treasure Hunt



## Our Five Core Global Learning Themes

				
<p><b>Knowledge and Understanding</b></p> <p>Basic needs for human life – Equality</p>	<p><b>Knowledge and Understanding</b></p> <p>Food - Basic needs for human life</p> <p>Awareness of self and own uniqueness</p> <p>Sense of self-worth and worth of others</p>	<p><b>Knowledge and Understanding</b></p> <p>Rules in class and school</p> <p>How rules can help us</p> <p>Keeping Safe</p>	<p><b>Knowledge and Understanding</b></p> <p>Uniqueness and value of every person</p> <p>Similarities and differences between self and others</p> <p>Know that girls and boys can choose whatever they want to play with</p>	<p><b>Knowledge and Understanding</b></p> <p>Living things and their needs</p> <p>How to take care of immediate environment (my classroom)?</p> <p>Reduce waste</p>
<p><b>Skills</b> <i>(Empathy)</i></p> <p>Show sensitivity to people’s feelings and needs</p>	<p><b>Skills</b> <i>(Self-awareness and reflection Informed and reflective action)</i></p> <p>Healthy Eating</p> <p>Recognise, name and deal with feelings in a positive way</p> <p>Identify how people are feeling (e.g. happy, sad, worried)</p> <p>Self-care e.g. wearing an apron, wash hands</p>	<p><b>Skills</b> <i>(Communication Critical and Creative Thinking)</i></p> <p>Ask questions</p> <p>Suggest a way to solve a problem wonder about ideas</p>	<p><b>Skills</b> <i>(Cooperation and conflict resolution)</i></p> <p>Show sensitivity to people’s feelings and needs</p>	<p><b>Skills</b> <i>(Informed and reflective action Ability to manage complexity and uncertainty)</i></p> <p>Recycle and Use Materials</p> <p>Support others in groups</p>
<p><b>Attitudes</b> <i>(Respect for people and human rights Commitment to social justice and equality)</i></p> <p>Starting to think of others</p>	<p><b>Attitudes</b> <i>(Sense of identity and self-esteem #BeProud)</i></p> <p>Positive attitude to Eating Healthy</p> <p>Awareness of self and own uniqueness</p> <p>Sense of self-worth and worth of others</p>	<p><b>Attitudes</b> <i>(Commitment to participation and inclusion Ability to manage complexity and uncertainty)</i></p> <p>Being aware of dangers</p> <p>Willingness to play fairly and inclusively with others</p>	<p><b>Attitudes</b> <i>(Belief that people can bring about change Value diversity)</i></p> <p>Starting to think of others</p> <p>Positive attitude towards difference and diversity</p> <p>Willingness to listen to the ideas of others</p>	<p><b>Attitudes</b> <i>(Concern for the environment and commitment to sustain development)</i></p> <p>Recycling - Appreciation of, and care for, living things and own environment</p> <p>Sense of wonder and curiosity about the world</p> <p>Starting to value resources</p>