



## St William of York Nursery Long Term Plan

*This is a long term plan to be used as a basis on which to build learning. We follow children's interests in Early Years and our learning is not compartmentalized into terms. This is a flexible guide to meet the needs of our children at St William of York. The Development matters objectives are NOT to be used as a 'tick list' and reference should be made to our Progression Plans- from 2-5 years.*

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topics/Learning Enquiry</b>	Settling in Making Friends Animals	Colours and Habitats	Pets	Growing	Family	Our Community
<b>Core Texts</b>	Brown Bear, What do you see? Dear Zoo Owl babies	Rosie's Walk Diwali The Nativity Story	Hairy Maclary I saw a cat There was an Old Lady Hug	Jasper's Beanstalk Jack and the Beanstalk	Avocado Baby Five Minutes Peace	The Tiger who Came to Tea Each Peach Pear Plum
<b>Supplementary Texts</b>	Fox Makes a Friend Harvest Halloween	Bonfire/Fireworks Advent/Christmas	The Train Ride My Mum	Easter		My Dad
<b>Experiences/ Enrichments</b>	Pumpkin Picking	Christmas Celebration Making Smoires	Pet Week	Growing Plants	Tasting food	Visit a cafe

### Characteristics of Effective Learning

<p><b>Playing and Exploring</b></p>	<p>Reach for and accept objects. Make choices and explore different resources and materials. - Respond to new experiences that you bring to their attention.</p>	<p>Plan and think ahead about how they will explore or play with objects. - Guide their own thinking and actions by talking to themselves while playing. For example, a child doing a jigsaw might whisper under their breath: "Where does that one go? – I need to find the big horse next." - Bring their own interests and fascinations into early years settings. This helps them to develop their learning</p>	<p>Realise that their actions have an effect on the world, so they want to keep repeating them. - Make independent choices. Do things independently that they have been previously taught</p>
<p><b>Active Learning</b></p>	<p>Participate in routines. - Begin to predict sequences because they know routines. For example, they may anticipate lunch when they see the table being set, or get their coat when the door to the outdoor area opens</p>	<p>Show goal-directed behaviour. - Begin to correct their mistakes themselves. For example, instead of using increasing force to push a puzzle piece into the slot, they try another piece to see if it will fit</p>	<p>Use a range of strategies to reach a goal they have set themselves. - Keep on trying when things are difficult</p>
<p><b>Creating and Thinking Critically</b></p>	<p>Take part in simple pretend play. For example, they might use an object like a brush to pretend to brush their hair, or 'drink' from a pretend cup - Sort materials. For example, at tidy up time, children know how to put different construction materials in separate baskets</p>	<p>Use pretend play to think beyond the 'here and now' and to understand another perspective. For example, a child role-playing the billy goats gruff might suggest that "Maybe the troll is lonely and hungry? That's why he is fierce." - Concentrate on achieving something that's important to them. They are increasingly able to control their attention and ignore distractions</p>	<p>Review their progress as they try to achieve a goal. Check how well they are doing - Solve real problems: for example, to share nine strawberries between three friends, they might put one in front of each, then a second, and finally a third. Finally, they might check at the end that everyone has the same number of strawberries - Know more, so feel confident about coming up with</p>

			their own ideas. Make more links between those ideas
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## Development Matters

### Personal, Social and Emotional Development

<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<ul style="list-style-type: none"> <li>• Find ways to calm themselves, through being calmed and comforted by their key person.</li> <li>• Establish their sense of self.</li> <li>• Express preferences and decisions. They also try new things and start establishing their autonomy.</li> <li>• Engage with others through gestures, gaze and talk.</li> <li>• Find ways of managing transitions, for example from their parent to their key person.               <ul style="list-style-type: none"> <li>• Play with increasing confidence on their own and with other children, because they know their key person is nearby and available.</li> </ul> </li> <li>• Grow in independence, rejecting help (“me do it”). Sometimes this leads to feelings of frustration and tantrums.               <ul style="list-style-type: none"> <li>• Begin to show ‘effortful control’. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front.</li> <li>• Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Talk about their feelings in more elaborated ways: “I’m sad because...” or “I love it when ...”.</li> <li>• Be increasingly able to talk about and manage their emotions.</li> <li>• Safely explore emotions beyond their normal range through play and stories.               <ul style="list-style-type: none"> <li>• Talk to the children about how a character may feel in a story</li> </ul> </li> <li>• Thrive as they develop self-assurance.               <ul style="list-style-type: none"> <li>• Feel strong enough to express a range of emotions.</li> <li>• Develop their sense of responsibility and membership of a community.</li> </ul> </li> <li>• Play with one or more other children, extending and elaborating play ideas.               <ul style="list-style-type: none"> <li>• Increasingly follow rules, understanding why they are important.</li> </ul> </li> <li>• Remember rules without needing an adult to remind them</li> <li>• Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’.</li> <li>• Have a daily talk about how they feel and why they feel a certain way (“I am happy because I had a great day at school.”)</li> </ul>	<ul style="list-style-type: none"> <li>• Become more outgoing with unfamiliar people, in the safe context of their setting.</li> <li>• Show more confidence in new social situations.</li> <li>• Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.               <ul style="list-style-type: none"> <li>• Encourage independence when solving problems with peers (If a child comes to you with a problem, ask them how they could fix it.)</li> </ul> </li> <li>• Develop appropriate ways of being assertive.</li> <li>• Talk with others to solve conflicts.               <ul style="list-style-type: none"> <li>• Understand gradually how others might be feeling.</li> </ul> </li> <li>• See themselves as a valuable individual.               <ul style="list-style-type: none"> <li>• Show resilience and perseverance in the face of challenge.</li> </ul> </li> <li>• Identify and moderate their own feelings socially and emotionally.</li> <li>• Think about the perspectives of others</li> </ul>

<ul style="list-style-type: none"> <li>• Child to discuss themselves and how they look different to other people (hair colour, skin colour, eye colour, etc.)</li> <li>• Develop friendships with other children.</li> <li>• Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.</li> <li>• Adults to encourage children to choose out of a variety of activities</li> </ul>	<ul style="list-style-type: none"> <li>• Build constructive and respectful relationships.</li> <li>• Express their feelings and consider the feelings of others</li> </ul> <p>Manage their own needs</p>	
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## Development Matters

### Physical Development

<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<ul style="list-style-type: none"> <li>• Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking.</li> <li>• Clap and stamp to music.</li> <li>• Encourage children to stomp to the beat of the song</li> <li>• Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them.</li> <li>• Enjoy starting to kick, throw and catch balls.</li> <li>• Build independently with a range of appropriate resources.</li> <li>• Spin, roll and independently use ropes and swings (for example, tyre swings).</li> <li>• Sit on a push-along wheeled toy, use a scooter or ride a tricycle.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</li> <li>• Use large-muscle movements to wave flags and streamers, paint and make marks.</li> <li>• Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.</li> <li>• Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.</li> <li>• Use one-handed tools and equipment, for example, making snips in paper with scissors.</li> <li>• Model how to use scissors and how to place around fingers appropriately</li> </ul>	<ul style="list-style-type: none"> <li>• Skip, hop, stand on one leg and hold a pose for a game like musical statues.</li> <li>• Start taking part in some group activities which they make up for themselves, or in teams.</li> <li>• Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.</li> <li>• Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</li> <li>• Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</li> </ul>

<ul style="list-style-type: none"> <li>• Develop manipulation and control.</li> <li>• Explore different materials and tools.</li> <li>• Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks.</li> <li>• Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress. <ul style="list-style-type: none"> <li>• If a child asks for help with their zip, show them how to do it and leave them to finish zipping the remainder of their coat</li> </ul> </li> <li>• Learn to use the toilet with help, and then independently.</li> <li>• Walk, run, jump and climb – and start to use the stairs independently.</li> <li>• Go up steps and stairs, or climb up apparatus, using alternate feet.</li> <li>• Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. <ul style="list-style-type: none"> <li>• Start eating independently and learning how to use a knife and fork.</li> </ul> </li> <li>• Show a preference for a dominant hand.</li> <li>• Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.</li> <li>• Model how to wash hands effectively</li> </ul>	<ul style="list-style-type: none"> <li>• Use a comfortable grip with good control when holding pens and pencils.</li> <li>• Begin pencil control with a large/thick felt-tip then gradually a thinner pencil</li> <li>• Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</li> <li>• Make healthy choices about food, drink, activity and tooth brushing. <ul style="list-style-type: none"> <li>• Talk to your child daily about what they are eating and whether it is a healthy choice or not</li> </ul> </li> <li>• Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li> <li>• Further develop the skills they need to manage the school day successfully: - lining up and queuing, mealtimes</li> </ul>	<ul style="list-style-type: none"> <li>• Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating – tooth brushing - sensible amounts of ‘screen time’, sleep routine etc</li> </ul>
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## Development Matters

### Communication and Language

<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<ul style="list-style-type: none"> <li>• Enjoy singing, music and toys that make sounds.</li> <li>• Listen and respond to a simple instruction.</li> <li>• Use intonation, pitch and changing volume when ‘talking’.</li> <li>• Understand single words in context – ‘cup’, ‘milk’, ‘daddy’.</li> <li>• Understand frequently used words such as ‘all gone’, ‘no’ and ‘bye-bye’.</li> <li>• Understand simple instructions like “give to nanny” or “stop”.</li> <li>• Give simple instructions to your child to encourage independence (i.e. “Put your cup in the sink.”)</li> <li>• Listen to other people’s talk with interest, but can easily be distracted by other things.</li> <li>• Start to develop conversation, often jumping from topic to topic.</li> <li>• Start to say how they are feeling, using words as well as actions.               <ul style="list-style-type: none"> <li>• Develop pretend play: ‘putting the baby to sleep’ or ‘driving the car to the shops’.</li> </ul> </li> <li>• Use the speech sounds p, b, m, w.</li> <li>• Pronounce: - l/r/w/y - f/th - s/sh/ch/dz/j- multisyllabic words such as ‘banana’ and ‘computer’</li> <li>• Listen to simple stories and understand what is happening, with the help of the pictures.</li> </ul>	<ul style="list-style-type: none"> <li>• Pay attention to more than one thing at a time, which can be difficult.               <ul style="list-style-type: none"> <li>• Use a wider range of vocabulary.</li> <li>• Understand a question or instruction that has two parts, such as: “Get your coat and wait at the door”.</li> </ul> </li> <li>• Know many rhymes, be able to talk about familiar books, and be able to tell a long story.               <ul style="list-style-type: none"> <li>• Develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’.</li> </ul> </li> <li>• Use longer sentences of four to six words               <ul style="list-style-type: none"> <li>• Engage in story times.</li> </ul> </li> <li>• Read a book to your child every night at bedtime this not only gives your child a routine but allows them to expand their vocabulary and imagination</li> <li>• Listen to and talk about stories to build familiarity and understanding.</li> <li>• Use new vocabulary in different contexts.</li> </ul>	<ul style="list-style-type: none"> <li>• Enjoy listening to longer stories and can remember much of what happens.               <ul style="list-style-type: none"> <li>• Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”</li> </ul> </li> <li>• Ask children questions about the changing seasons. Why is it so cold right now? Why aren’t people wearing their coats anymore?</li> <li>• 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"> <li>• Start a conversation with an adult or a friend and continue it for many turns.</li> <li>• Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.”</li> </ul> </li> <li>• Use new vocabulary through the day.               <ul style="list-style-type: none"> <li>• Articulate their ideas and thoughts in well-formed sentences.</li> </ul> </li> <li>• Listen carefully to rhymes and songs, paying attention to how they sound.               <ul style="list-style-type: none"> <li>• Learn rhymes, poems and songs.</li> <li>• Develop social phrases. (i.e. Good morning, how are you?)</li> </ul> </li> <li>• Engage in non-fiction books. It is important for children to be exposed to non-fiction books as well as fiction books. When talking about animals, show real pictures of animals rather</li> </ul>

<ul style="list-style-type: none"> <li>• Read a story and talk about the pictures in the book</li> <li>• Identify familiar objects and properties for practitioners when they are described: for example: 'Katie's coat', 'blue car', 'shiny apple'.</li> <li>• Label objects with your child, encouraging them to repeat after you. Slowly add in additional descriptive words (i.e. "It is a coat... it is a red coat... it is a big red coat.")</li> <li>• Understand and act on longer sentences like 'make teddy jump' or 'find your coat'.</li> <li>• Understand simple questions about 'who', 'what' and 'where' (but generally not 'why').</li> <li>• Sing a large repertoire of songs.</li> <li>• Sing nursery rhymes to your child, they are a fantastic way for your child to learn new words.</li> <li>• Develop their communication, but may continue to have problems with irregular senses and plurals, such as runned for ran</li> </ul>		
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## Development Matters

### Literacy

<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<ul style="list-style-type: none"> <li>• Enjoy songs and rhymes, tuning in and paying attention.</li> <li>• Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.</li> </ul>	<ul style="list-style-type: none"> <li>• Have favourite books and seek them out, to share with an adult, with another child, or to look at alone. Ensure your child has access to a variety of books.</li> </ul>	<ul style="list-style-type: none"> <li>• Engage in extended conversations about stories, learning new vocabulary.</li> <li>• Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the</li> </ul>

<ul style="list-style-type: none"> <li>• Tap your lap to the beat as you sing a song with your child</li> <li>• Say some of the words in songs and rhymes.</li> <li>• Copy finger movements and other gestures.</li> <li>• Sing songs and say rhymes independently, for example, singing whilst playing.</li> <li>• Enjoy sharing books with an adult.</li> <li>• Pay attention and respond to the pictures or the words. Model talking about the pictures in a book.</li> <li>• Repeat words and phrases from familiar stories.</li> <li>• Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. Expose children to logos around them (i.e. supermarket logos, TV program logos, etc.)</li> <li>• Enjoy drawing freely. Offer a variety of opportunities for children to mark make (i.e. chalk on pavement, paper and pencil, felt tips, paint, etc.)</li> <li>• Add some marks to their drawings, which they give meaning to. For example: “That says mummy.”</li> <li>• Make marks on their picture to stand for their name.</li> <li>• Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing. Model how to read a book- ask your child to turn the pages and point to where we need to start reading</li> </ul>	<ul style="list-style-type: none"> <li>• Ask questions about the book. Make comments and shares their own ideas.</li> <li>• Develop play around favourite stories using props.</li> <li>• Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother</li> <li>• Write some or all of their name. Practise forming some or all of the letters in their name weekly.</li> </ul> <p>Write some letters accurately</p>	<p>page; writing ‘m’ for mummy. Ensure your child has access to mark making resources to encourage independent writing/mark making.</p> <ul style="list-style-type: none"> <li>• Read individual letters by saying the sounds for them.</li> <li>• Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. (Write the word ‘cat’ or ‘mat’ on a piece of paper and encourage your child to sound out the letters in the word then blend them together. Practise only with CVC words.)</li> </ul>
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### Literacy / Read Write Inc

<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<p>Tuning into sounds (auditory discrimination)            Acknowledging pictures that represent sounds in Set 1 &amp; emphasizing the initial sound when naming the picture (I.e. mmmmountain)- Looking at both real and cartoon images</p>	<p>Listening to and remembering sounds            Introducing 2 sounds a week from Set 1- Speed sound lessons Fred Talk- verbally segmenting &amp; blending</p>	<p>Continue to introduce 2 sounds a week Introduce writing sounds Fred talk- physical cards available            HA- Introduce 1 sound/day &amp; introduce green words</p>

### Development Matters

#### Mathematics

<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<p>Topics: Numbers to 5, 2D shapes, Number rhymes</p> <ul style="list-style-type: none"> <li>• Take part in finger rhymes with numbers.</li> <li>• React to changes of amount in a group of up to three items.</li> <li>• Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence.</li> <li>• Count in everyday contexts, sometimes skipping numbers - '1-2-3-5.'</li> </ul>	<p>Topics: concept of more and less, size, patterns, numbers beyond 5, representing numbers, subitizing</p> <ul style="list-style-type: none"> <li>• Compare amounts, saying 'lots', 'more' or 'same'.</li> <li>• Notice patterns and arrange things in patterns.</li> <li>• Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</li> <li>• Recite numbers past 5.</li> </ul>	<p>Topics: 2D and 3D shapes, routes, sequences, size, length, weight &amp; capacity Review of concepts taught in previous terms</p> <ul style="list-style-type: none"> <li>• Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'.</li> <li>• Solve real world mathematical problems with numbers up to 5. For example, Mum, Dad and Jenny sit at the table for dinner. How many knives and forks will they need all together?</li> <li>• Talk about and explore 2D and 3D shapes (for</li> </ul>

<ul style="list-style-type: none"> <li>• Count during daily activities with your child. For example, when building with lego or duplo, count out the number of blocks you are using.</li> <li>• Complete inset puzzles.</li> <li>• Say one number for each item in order: 1,2,3,4,5. Model pointing to objects and giving one number name for each object (one to one correspondence).</li> <li>• Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</li> <li>• Show 'finger numbers' up to 5.</li> <li>• Talk about and explore 2D shapes (for example, circles, rectangles, triangles, squares and ovals) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round.'</li> <li>• Count objects, actions and sounds</li> </ul>	<ul style="list-style-type: none"> <li>• Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</li> <li>• Experiment with their own symbols and marks as well as numerals.</li> <li>• Compare quantities using language: 'more than', 'fewer than'.</li> <li>• Understand position through words alone – for example, "The bag is under the table," – with no pointing. Use positional language in play (For example, "teddy is lying on top of the bed".)</li> <li>• Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc.</li> <li>• Extend and create ABAB patterns – stick, leaf, stick, leaf.</li> <li>• Notice and correct an error in a repeating pattern.</li> <li>• Subitise. (knowing the number without counting) Show your child a dice and encourage them to say the number on each face without counting the number.</li> <li>• Link the number symbol (numeral) with its cardinal number value.</li> <li>• Understand the 'one more than/one less than' relationship between consecutive numbers.</li> <li>• Continue, copy and create repeating patterns.</li> </ul>	<p>example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'</p> <ul style="list-style-type: none"> <li>• Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.</li> <li>• Combine shapes to make new ones - an arch, a bigger triangle etc</li> <li>• Describe a familiar route.</li> <li>• Discuss routes and locations, using words like 'in front of' and 'behind'. For example, we walk down the street where we see the shops and turn down the street next to Aldi.</li> <li>• Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</li> <li>• Make comparisons between objects relating to size, length, weight and capacity.</li> <li>• Count beyond ten.</li> <li>• Compare length, weight and capacity.</li> </ul>
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## Development Matters

### Understanding the World

<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<ul style="list-style-type: none"> <li>• Explore natural materials, indoors and outside. Look at the leaves as they change colour. What flowers do they see?</li> <li>• Explore and respond to different natural phenomena in their setting and on trips.               <ul style="list-style-type: none"> <li>• Make connections between the features of their family and other families.</li> <li>• Notice differences between people.</li> <li>• Explore materials with different properties.</li> </ul> </li> <li>• Begin to make sense of their own life-story and family's history.               <ul style="list-style-type: none"> <li>• Continue developing positive attitudes about the differences between people.</li> <li>• Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</li> <li>• Talk about members of their immediate family and community.</li> </ul> </li> <li>• Recognise that people have different beliefs and celebrate special times in different ways. Talk about the different celebrations that occur.               <ul style="list-style-type: none"> <li>• Explore the natural world around them.</li> </ul> </li> <li>• Understand the effect of changing seasons on the</li> </ul>	<ul style="list-style-type: none"> <li>• Use all their senses in hands-on exploration of natural materials. Collect sticks or leaves to bring inside and let the child engage in open-ended play.               <ul style="list-style-type: none"> <li>• Talk about what they see, using a wide vocabulary.</li> </ul> </li> <li>• Show interest in different occupations. Talk about People Who Help Us in our community (i.e. postal workers, nurses, doctors, dentists, police officers, fire fighters, etc.)</li> <li>• Explore how things work. Allow your child to play an educational game on a technical device- encourage them to explore the buttons in order to navigate the game.</li> <li>• Explore and talk about different forces they can feel</li> <li>• Recognise that people have different beliefs and celebrate special times in different ways.</li> <li>• Explore the natural world around them.</li> <li>• Describe what they see, hear and feel whilst outside</li> </ul>	<ul style="list-style-type: none"> <li>• Explore collections of materials with similar and/or different properties. • Talk about the differences between materials and changes they notice.               <ul style="list-style-type: none"> <li>• Plant seeds and care for growing plants. Plant grass seeds and talk about the changes you see daily as the grass grows. • Understand the key features of the life cycle of a plant and an animal. Focus on the life cycle of a butterfly (egg→ caterpillar → chrysalis→ butterfly)</li> </ul> </li> <li>• Begin to understand the need to respect and care for the natural environment and all living things. How should we treat living things? Should we pick the flowers that are growing in the park?</li> <li>• Recognise that people have different beliefs and celebrate special times in different ways.               <ul style="list-style-type: none"> <li>• Explore the natural world around them.</li> </ul> </li> </ul>

## Development Matters

### Expressive Arts and Design

<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<ul style="list-style-type: none"> <li>• Move and dance to music. Play a range of music for your child and encourage them to move their body to the music. Play slow paced and fast paced songs.</li> <li>• Explore a range of sound-makers and instruments and play them in different ways.</li> <li>• Start to make marks intentionally.</li> <li>• Explore paint, using fingers and other parts of their bodies as well as brushes and other tools</li> <li>• Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.</li> <li>• Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'.</li> <li>• Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone</li> </ul>	<ul style="list-style-type: none"> <li>• Take part in simple pretend play, using an object to represent something else even though they are not similar.</li> <li>• Join different materials and explore different textures. Talk about the texture of different objects (i.e. Duplo has smooth sides and a bumpy toy).</li> <li>• Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</li> <li>• Remember and sing entire songs</li> <li>• Create their own songs, or improvise a song around one they know</li> <li>• Play instruments with increasing control to express their feelings and ideas.</li> <li>• Develop their own ideas and then decide which materials to use to express them.</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</li> <li>• Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park</li> <li>• Explore different materials freely, in order to develop their ideas about how to use them and what to make.</li> <li>• Draw with increasing complexity and detail, such as representing a face with a circle and including details. Talk about the features of a face and body before drawing them (i.e. A face has two eyes, a nose, a mouth and two ears.).</li> <li>• Use drawing to represent ideas like movement or loud noises.</li> <li>• Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.</li> </ul>

<ul style="list-style-type: none"> <li>• Explore different materials, using all their senses to investigate them.</li> <li>• Manipulate and play with different materials.</li> <li>• Use their imagination as they consider what they can do with different materials.</li> <li>• Make simple models which express their ideas.</li> <li>• Explore colour and colour-mixing. Provide children with the primary colours (red, yellow and blue) and encourage them to mix two together at a time. Ask them what colour they make when mixed together.</li> <li>• Listen with increased attention to sounds.</li> <li>• Respond to what they have heard, expressing their thoughts and feelings</li> </ul>		<ul style="list-style-type: none"> <li>• Sing the pitch of a tone sung by another person ('pitch match').</li> <li>• Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</li> <li>• Create collaboratively, sharing ideas, resources and skills.</li> <li>• Sing in a group or on their own, increasingly matching the pitch and following the melody</li> <li>• Develop storylines in their pretend play.</li> </ul>
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## Religious Education

### Come and See

## **Come and See Autumn Planner**

Key Questions/Belief:

Where do I come from?  
Life <-> Creation

Religious Education Curriculum Directory	Theme	Topics	Start/Finish Dates
<p><b>Domestic Church - Family AT1 (i)</b>            Area of Study One - Revelation            Area of Study Two - The Church            Area of Study Three - Celebration            Area of Study Four - Life in Christ</p>	<p><b>Domestic Church - Family</b>            Focuses on life as gift, myself as a unique and loved creation, the creative love and care that can be expressed in family groups.</p>	<p>N/R Myself            Y1 Families            Y2 Beginnings            Y3 Homes            Y4 People            Y5 Ourselves            Y6 loving</p>	<p>(4 weeks- 8 lessons)  <b>Explore</b> w/b 5/9/22   <b>Reveal</b> w/b 12/9/22   <b>Respond</b> w/b 26/9/22   <b>Formal Archdiocese Assessment after Remember</b></p>
<p><b>Baptism/Confirmation - Belonging AT1 (ii)</b>            Area of Study One - Revelation            Area of Study Two - The Church            Area of Study Three - Celebration            Area of Study Four - Life in Christ</p>	<p><b>Baptism/Confirmation - Belonging</b>            Focuses on the call to belong, the creative potential that belonging develops; and Baptism and Confirmation, sacraments of the gift of Gods life and friendship.</p>	<p>N/R Welcome            Y1 Belonging            Y2 Signs and Symbols            Y3 Promises            Y4 Called            Y5 Life Choices            Y6 Vocation &amp; Commitment</p>	<p>(4 weeks- 8 lessons)  <b>Explore</b> w/b 3/10/22   <b>Reveal</b> w/b 10/10/22   <b>Respond</b> w/b 31.10.2022 (after half term)</p>
<p><b>Advent/Christmas - Loving AT1 (iii)</b>            Area of Study One - Revelation            Area of Study Two - The Church            Area of Study Three - Celebration            Area of Study Four - Life in Christ</p>	<p><b>Advent/Christmas - Loving</b>            Focuses on the capacity for entering into loving relationships and the perfect gift and revelation of God's love, Jesus, born of Mary, born as one of us.</p>	<p>N/R Birthday            Y1 Waiting            Y2 Preparations            Y3 Visitors            Y4 Gift            Y5 Hope            Y6 Expectations</p>	<p>(5 weeks- 8 lessons &amp; Assessment)  <b>Explore</b> w/b 21/11/22  <b>Advent begins on the 27<sup>th</sup> November</b>  <b>Reveal</b> w/b 28/11/22   <b>Respond</b> w/b 12/12/22</p>

<p><b>Feast Days/Holy Days</b>  All Saints 1/11  The Commemoration of all the Faithful Departed 2/11  Our Lord Jesus Christ Universal King 21/11  Advent 3/12-24/12  The Immaculate Conception 8/12</p> <p><b>Celebrations</b>  Harvest Family Feast Day 7/10  CAFOD Advent assembly 1/12</p>	<p><b>Special Notes for Planning</b>  Wednesday association with celebrating St Joseph  Reference to Luke's Gospel for The God Who Speaks  The God Who Speaks  <a href="https://www.godwhospeaks.uk/the-god-who-speaks/education/">https://www.godwhospeaks.uk/the-god-who-speaks/education/</a> &amp;  <a href="https://www.godwhospeaks.uk/the-god-who-speaks/bible-society/latest-resources/">https://www.godwhospeaks.uk/the-god-who-speaks/bible-society/latest-resources/</a> )</p> <p>Term ends 21/12/2022</p>	<p><b>Global Dimension</b>  CAFOD Harvest 5/9  CAFOD Brighten up (Harvest) 15/9  Mission Month 1/10  CAFOD Advent assembly 1/12  World Day of Prayer for the Care of Creation 1/9  International Day of Peace 21/9  Rosh Hashanah 25-27/9  4-5/10 Yom Kippur  24/10 Diwali  7/11 Climate Change conference  20/11 Christ the King: Universal Children's Day  11/12 Human Rights Day  18/12 International Migrants Day  18-26/12 Hannukah</p>	<p><b>Other Faith or Religion Week</b></p> <p><b>Judaism 7th November (2 weeks-4 lessons)</b></p>
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## Come and See Spring Planner

School: St William of York

Key Questions/Belief:  
Who Am I?

The three Spring themes are developed in the light of an understanding of Incarnation

Religious Education Curriculum Directory	Theme	Topics	Start/Finish Dates
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<p><b>Local Church - Community AT1 (i)</b>  Area of Study One - Revelation  Area of Study Two - The Church  Area of Study Three - Celebration  Area of Study Four - Life in Christ</p>	<p><b>Local Church - Community</b>  Focuses on the people of God gathered in Christ, united in the journey of faith, in care for one another, in sharing their story and in celebration.</p>	<p>N/R Celebrating  Y1 Special People  Y2 Books  Y3 Journeys  Y4 Community  Y5 Mission  Y6 Sources</p>	<p><b>(4 1/2 weeks- 8 lessons &amp; Assessment)</b>  <b>Explore</b> w/b 5/1/2023   <b>Reveal</b> w/b 9/1/2023   <b>Respond</b> w/b 23/1/2023</p>
<p><b>Eucharist - Relating AT1 (ii)</b>  Area of Study One - Revelation  Area of Study Two - The Church  Area of Study Three - Celebration  Area of Study Four - Life in Christ</p>	<p><b>Eucharist - Relating</b>  Focuses on the invitation to know Jesus, to live in communion with him and with one another.</p>	<p>N/R Gathering  Y1 Meals  Y2 Thanksgiving  Y3 Listening and Sharing  Y4 Giving and Receiving  Y5 Memorial Sacrifice  Y6 Unity</p>	<p><b>(4 weeks- 8 lessons)</b>  <b>Explore</b> w/b 30/1/2023   <b>Reveal</b> w/b 6/2/2023 (after half term)  Lent begins 22nd Feb  <b>Respond</b> w/b 20/2/2023   <b>Formal Archdiocese Assessment after Remember</b></p>



<p><b>Lent/Easter - Giving AT1 (iii)</b>          Area of Study One - Revelation          Area of Study Two - The Church          Area of Study Three - Celebration          Area of Study Four - Life in Christ</p>	<p><b>Lent/Easter - Giving</b>          Focuses on Jesus' loving self-giving on the cross, the Father's love that raises him to new life and the challenge to Christian's to follow Jesus' example of self-giving.</p>	<p>N/R Growing          Y1 Change          Y2 Opportunities          Y3 Giving all          Y4 Self discipline          Y5 Sacrifice          Y6 Death and New Life</p>	<p><b>(3 weeks- 8 lessons)</b>  <b>Explore</b> w/b 27/2/2023   <b>Reveal</b> w/b 6/3/2023   <b>Respond</b> w/b 20/3/2023          Easter is the 9<sup>th</sup> April</p>
<p><b>Feast Days/Holy Days</b>          Mary the Holy Mother of God 1/1          The Epiphany of the Lord 6/1          The Baptism of the Lord 8/1          The Presentation of the Lord 2/2          Ash Wednesday 22/2 (CAFOD liturgy)          St David 23/4          Palm Sunday 2/4          St Joseph 19/3          Feast of St Oscar Romero 24/3          Holy Thursday 6/4          Good Friday 7/4          Easter Sunday 9/4  <b>Celebrations</b>          Mother's Day</p>	<p><b>Special Notes for Planning</b>          Wednesday association with celebrating St Joseph          The God Who Speaks  <a href="https://www.godwhospeaks.uk/the-god-who-speaks/education/">https://www.godwhospeaks.uk/the-god-who-speaks/education/</a> &amp;  <a href="https://www.godwhospeaks.uk/the-god-who-speaks/bible-society/latest-resources/">https://www.godwhospeaks.uk/the-god-who-speaks/bible-society/latest-resources/</a> )           Term ends 31/3/2023</p>	<p><b>Global Dimension</b>          CAFOD Lent Family Feast Day 3/3          National Assembly 11/3           1/1 World Day of Peace          12/2 Fairtrade Fortnight begins          Shrove Tuesday 21/2           World Water Day 22/3          Ramadan begins 22/3- 20/4          Passover 5-13/4          Vaisakhi 14/4          Eid al Fitr- 21-22/4          World Earth Day 22/4</p>	<p><b>Other Faith or Religion Week</b>           Hinduism 27<sup>th</sup> March &amp; 17<sup>th</sup> April-          2 weeks (4 lessons)</p>

Dignity <-> Incarnation

## Come and See Summer Planner

School: St William of York

The three summer themes are developed in the light of an understanding of Redemption and the work of the Holy Spirit.

Key Questions/Belief:  
 Why am I Here?  
 Purpose <-> Redemption

<b>Religious Education Curriculum Directory</b>	<b>Theme</b>	<b>Topics</b>	<b>Start/Finish Dates</b> <b>Short term</b>
<b>Pentecost - Serving AT1 (iii)</b> Area of Study One - Revelation Area of Study Two - The Church Area of Study Three - Celebration Area of Study Four - Life in Christ	<b>Pentecost - Serving</b> Focuses on the on-going mission of Jesus Christ in the church through the power of the Holy Spirit.	N/R Good News Y1 Holidays and Holydays Y2 Spread the Word Y3 Energy Y4 New Life Y5 Transformation Y6 Witnesses	<b>(4 weeks- 8 lessons)</b>  <b>Explore</b> w/b 24/4/2023  <b>Reveal</b> w/b 1/5/2023  <b>Respond</b> w/b 15/5/2023 <b>Formal Assessment after Remember</b>
<b>Reconciliation - Inter-relating AT1 (ii)</b> Area of Study One - Revelation Area of Study Two - The Church Area of Study Three - Celebration Area of Study Four - Life in Christ	<b>Reconciliation - Inter-relating</b> Focuses on the love, compassion and forgiveness of God the Father revealed in Jesus and poured out by the Spirit to bring forgiveness and reconciliation through the Sacrament.	N/R Friends Y1 Being Sorry Y2 Rules Y3 Choices Y4 Building Bridges Y5 Freedom and Responsibility Y6 Healing	<b>(4 weeks- 8 lessons &amp; Assessment)</b> <b>Explore</b> w/b 22/5/2023  <b>Reveal</b> w/b 5/6/2023  <b>Respond</b> w/b 19/6/2023
<b>Universal Church - World AT1 (i)</b> Area of Study One - Revelation Area of Study Two - The Church Area of Study Three - Celebration Area of Study Four - Life in Christ	<b>Universal Church - World</b> Focuses on the same love revealed in the diversity of the world and its people and in the gifts of the Spirit that bear fruit in love, joy, justice and peace for all people.	N/R Our World Y1 Neighbours Y2 Treasures Y3 Special Places Y4 God's People Y5 Stewardship Y6 Common Good	<b>(4 weeks- 8 lessons)</b> <b>Explore</b> w/b 26/6/2023  <b>Reveal</b> w/b 3/7/2023  <b>Respond</b> w/b 17/7/2023

<p><b>Feast Days/Holy Days</b>  The Ascension of the Lord 18/5  Pentecost Sunday 28/5  <b>St William of York 8/6</b>  The Most Holy Trinity 4/6  The Most Holy Body and Blood of the Lord 8/6  Corpus Christi 11/6  The Most Sacred Heart of Jesus 16/6  St Peter and Paul Apostles 29/6</p> <p><b>Celebrations</b>  Father's Day  World Day for Grandparents</p>	<p><b>Special Notes for Planning</b>  Wednesday association with celebrating St Joseph  The God Who Speaks  <a href="https://www.godwhospeaks.uk/the-god-who-speaks/education/">https://www.godwhospeaks.uk/the-god-who-speaks/education/</a> &amp;  <a href="https://www.godwhospeaks.uk/the-god-who-speaks/bible-society/latest-resources/">https://www.godwhospeaks.uk/the-god-who-speaks/bible-society/latest-resources/</a> )</p> <p>Term ends 19/7/2023</p>	<p><b>Global Dimension</b>  Universal Church topic  25/5 Africa Day  World Environment Day 5/6  World Refugee Day 20/6  Eid al Adha 28/6-2/7  Nelson Mandela Day 18/7</p>	
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### **Religious Education Lessons**

*Please remember, from September we are fully back to school, and have been reminded by the Bishops of England and Wales to ensure each weekly class timetable adheres to 10% Religious Education curriculum time. You will of course now know the amount of knowledge and understanding the children have missed. Please do not be unnecessarily concerned or try to 'catch-up' rather see this an opportunity that children will or are continuing to consolidate their learning.*

*Archdiocese advice is to keep teaching the content, which you may need to adjust or retell in a way that meets children's needs. Use earlier skills to consolidate learning, such as recognising, retelling, talking about etc. We have the added benefit of our liturgical seasons that can provide great awe and wonder moments.*

### **Come and See Formal Assessment - Underlying Principles**

**Nursery/Reception** - portfolio of annotated work from each topic including for example, photographic evidence. These may be linked with Early Learning Goals. There is an assessment booklet on the CED website that will help.

*Years 1-6 - Formal Assessment is on a 3 year cycle so that each theme is assessed formally twice throughout Key Stage 1 and 2. (N.B. Other strands may also be covered in these topics)*

*Assessment should be undertaken following **Remember**. An activity will be undertaken that enables children to show how they have met the Learning outcome. There are examples on the CED website. Following moderation, the outcomes will be added to a class tracker that must also identify each individual's progress over time.*