









Nursery	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	'What's your favourite tale?' 	'Celebrating in Style' 	'All about Julia' 	"How does your garden and it's creatures grow?" 	'From another planet' 	'Wherever next?' 
Possible texts	The three Little Pigs Jack and the Beanstalk The Three Billy Goats Gruff The Gingerbread Man Little Red Riding Hood Cinderella	Room on the Broom Pumpkin soup The Jolly Christmas Postman Father Christmas Needs a Wee	The Smartest Giant in Town Zog The Flying Bath Stickman Gruffalo Superworm	The Very Hungry Caterpillar Jaspers Beanstalk Tiny Seed The lazy ladybird	Aliens Love Underpants Pirates Love Underpants The Night Pirates How to Catch a Star Whatever Next	We're Going on a Bear Hunt Lost and Found The Train Ride The Journey
Communication and Language	<p><u>Listening, Attention and Understanding</u>            Children will point out objects/pictures in a story.</p> <p><u>Speaking</u>            Children will know and retell a traditional story. Children will know and use vocabulary linked to their theme 'What's your favourite tale?' including key repeated phrases.</p> <p><u>Baseline Checkpoint:</u>            By around 3yrs can the child shift from one task to another if you get their attention? Using child's name can help.            Around the age 3, can the child show that they understand action words by pointing to the picture in a book.            Around the age of 3, can the child shift from one task to another if you fully obtain their attention, for example by using their name.</p>	<p><u>Listening, Attention and Understanding</u>            Children will understand 'what' questions.</p> <p><u>Speaking</u>            Children will know and retell a story linked to Halloween or Christmas. Children will know and use vocabulary linked to their theme 'Celebrating in Style' including celebrate, decoration, Christmas.</p> <p><u>Autumn 2 Checkpoint:</u>            Enjoy listening to longer stories and can remember much of what happens. Pay attention to more than one thing at a time, which can be difficult. Use a wider range of vocabulary.            Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door"</p>	<p><u>Listening, Attention and Understanding</u>            Children will understand 'where' questions.</p> <p><u>Speaking</u>            Children will know and retell a story by Julia Donaldson. Children will know and use vocabulary linked to their theme 'It's all about Julia!' including character names.</p>	<p><u>Listening, Attention and Understanding</u>            Children will understand 'when' questions.</p> <p><u>Speaking</u>            Children will know and retell a story linked to mini-beasts or growing. Children will know and use vocabulary linked to their theme 'How does your garden and its creatures grow?' such as growing.</p> <p><u>Spring 2 Checkpoint:</u>            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.            Start a conversation with an adult or a friend and continue it for many turns.            Use talk to organise themselves in their play 'let's go on a bus ... you sit there ... I'll be the driver'            Know many rhymes, be able to talk about familiar books and be able to tell a long story.</p>	<p><u>Listening, Attention and Understanding</u>            Children will understand 'who' questions.</p> <p><u>Speaking</u>            Children will know and retell a space and pirate themed story. Children will know and use vocabulary linked to their theme 'From another planet' including space, star, pirate ship.</p>	<p><u>Listening, Attention and Understanding</u>            Children will understand and answer 'why' questions.</p> <p><u>Speaking</u>            Children will know and retell the story 'The Train Ride'. Children will know and use vocabulary linked to their theme 'Wherever Next', such as journey, walk, vehicle</p> <p><u>End of Nursery Checkpoint</u>            Around the age of 4, is the child using sentences of 4 to 6 words – 'I want to play with cars' or 'What's that thing called?'            Can the child use sentences that they have joined with words like 'because', 'or', 'and'            Is the child using the future and past tense – 'I am going to the park', 'I went to the shop'            Can the child answer simple why questions            Sing a large repertoire of songs            Develop their pronunciation but may have trouble saying;            -some sounds: r/j/th/ch/sh</p>

						-multi-syllabic words – 'pterodactyl', 'planetarium', 'hippopotamus'
	Observational Checkpoint: Can children shift focus from one task to another if you fully obtain their attention? Can children use sentences of four to six words? Can children join sentences using 'because', 'or', 'and'. Can children use future and past tense? Can children answer a simple 'why' question?					
Personal, Social and Emotional Development	<p>Jigsaw – Being me in my world</p> <p><u>Self-Regulation:</u> Children will separate from main carer to come into nursery.</p> <p><u>Managing Self:</u> Children will know the class rules of good listening and sitting. Children will know to wash and dry their hands before eating and after using the toilet.</p> <p><u>Building Relationships:</u> Children will know how to play alongside each other.</p> <p><u>Baseline Checkpoint:</u> Between the ages of 2 and 3 does the child start to enjoy the company of other children and want to play with them? Can the child sometimes manage to share or take turns with others, with adult guidance and understanding 'yours' and 'mine'? Can the child settle to some activities for a while?</p>	<p>Jigsaw – Celebrating Difference</p> <p><u>Self-Regulation:</u> Children will know what adults can help them in nursery.</p> <p><u>Managing Self:</u> Children will know how to look after resources.</p> <p><u>Building Relationships:</u> Children will know how to play partner games.</p> <p><u>Autumn 2 Checkpoint:</u> Select and use activities and resources, with help when needed – helping to achieve a goal they have chosen or been given. Remember rules without being reminded by an adult Talk about their feelings using words like 'happy' 'sad' 'angry' 'worried'</p>	<p>Jigsaw – Dreams and Goals</p> <p><u>Self-Regulation:</u> Children will become confident with visitors in nursery.</p> <p><u>Managing Self:</u> Children will know examples of healthy food.</p> <p><u>Building Relationships:</u> Children will share resources and play in a group.</p>	<p>Jigsaw – Healthy Me</p> <p><u>Self-Regulation:</u> Children will show confidence walking around our local area.</p> <p><u>Managing Self:</u> Children will know to exercise to be healthy.</p> <p><u>Building Relationships:</u> Children will take turns whilst playing and waiting patiently to have a go.</p> <p><u>Spring 2 Checkpoint:</u> Become more outgoing with unfamiliar people in the safe context of their setting. Show more confidence in new social situations Develop appropriate ways of being assertive Understanding gradually how others might be feeling</p>	<p>Jigsaw - Relationships</p> <p><u>Self-Regulation:</u> Children will show confidence in visiting the local shop to buy their snack.</p> <p><u>Managing Self:</u> Children will know how to calm themselves. Children will know to brush their teeth to be healthy.</p> <p><u>Building Relationships:</u> Children will consider the feelings of others in stories</p>	<p>Jigsaw – Changing Me</p> <p><u>Self-Regulation:</u> Children will show confidence in visiting the local church.</p> <p><u>Managing Self:</u> Children will know how to independently use the toilet.</p> <p><u>Building Relationships:</u> Children will know how to listen to a friend and agree a compromise.</p> <p><u>End of Nursery Checkpoint:</u> Develop their sense of responsibility and membership of the community Does child play alongside others or do they always want to play alone? Does the child take part in pretend play? – being mummy/daddy. Does the child take part in other pretend play with different roles – eg being the Gruffalo. Can child generally negotiate solutions to conflicts in their play? Be increasingly independent in meeting their own care needs – brushing teeth, using toilet, washing/drying hands. Make healthy choices about food, drink, activity and tooth brushing.</p>
	Observational Checkpoint: Can children share and take turns with others, with adult guidance and understanding 'yours' and 'mine'? Can children settle at activities for a while? Can children play alongside others? Can children take part in pretend play, taking on a role such as Mummy or Daddy? Can children take part in pretend play with different roles such as the Gruffalo? Can children negotiate solutions to conflicts in their play?					

Physical Development	<p><u>Gross Motor:</u> Children will know how to ride a scooter.</p> <p><u>Fine Motor:</u> Children will explore large mark making to develop cross the mid-line movements.</p> <p><u>Baseline Checkpoint:</u> Around 3yrs old can the child climb confidently, catch a large ball and pedal a tricycle? Look out for chn who find it difficult to sit comfortably on chairs. May need help to develop their core muscles. Can do this by encouraging them to scoot on sit down trikes without pedals and jump on soft play equipment.</p>	<p><u>Gross Motor:</u> Children will know how to ride a tricycle.</p> <p><u>Fine Motor:</u> Children will know how to use tweezers to pick something up</p> <p><u>Autumn 2 Checkpoint:</u> Start taking part in some group activities which tem make up for themselves or in teams. Choose the right resources to carry out their own plan eg- using a spade to enlarge a small hole they had dug with a trowel. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. Use large muscle movements to wave flags and streamers, paint and make marks</p>	<p><u>Gross Motor:</u> Children will know how to throw a ball.</p> <p><u>Fine Motor:</u> Children will know how to zip up their coat.</p>	<p><u>Gross Motor:</u> Children will know how to climb using alternate feet.</p> <p><u>Fine Motor:</u> Children will know how to use loop scissors to make snips in paper.</p> <p><u>Spring 2 Checkpoint:</u> Match their developing physical skills to tasks and activities in the setting eg – they decide whether to crawl, walk or run across a plank depending on its width/length Continue to develop their movements, balancing, riding (scooters, trikes, bikes) and ball skills Go up steps/stairs or climb up apparatus using alternate feet.</p>	<p><u>Gross Motor:</u> Children will know how to skip, hop and stand on one leg.</p> <p><u>Fine Motor:</u> Children will know how to use a comfortable grip when holding a pencil.</p>	<p><u>Gross Motor:</u> Children will know how to work together to carry large items such as planks of wood.</p> <p><u>Fine Motor:</u> Children will show preference for a dominant hand.</p> <p><u>End of Nursery Checkpoint:</u> Use one-handed tools and equipment eg- making snips in paper with scissors Use comfortable grip with good control when holding pens/pencils Show preference for a dominate hand Be increasingly independent as they get dressed and undressed eg- putting on coats/doing up zips Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. Skip, hop, stand on one leg and hold a pose for game like musical statues.</p>
	Observational Checkpoint: Can children make 'cross the mid-line' marks on vertical surfaces? Can children move in a range of ways including hopping, climbing and balancing? Can children work in groups/teams? Can children use one-handed tools such as scissors or a hammer? Do children have a comfortable grip when using pens/pencils? Are children independent in dressing themselves?					
Literacy	<p><u>Comprehension:</u> Children will know the logos for local supermarkets. Children will listen to and follow a selection of books to engage in conversations about the story, develop understanding and learn new vocabulary.</p> <p><u>Word Reading:</u> Children will spot and suggest rhymes.</p> <p><u>Writing:</u> Children will know how to draw horizontal lines.</p> <p><u>Baseline Checkpoint:</u> Enjoys songs and rhymes Joins in with some words in the songs/rhymes Draws freely</p>	<p><u>Comprehension:</u> Children will know a range of signs including bus stop, parking, stop. Children will listen to and follow a selection of books to engage in conversations about the story, develop understanding and learn new vocabulary.</p> <p><u>Word Reading:</u> Children will clap syllables in a word.</p> <p><u>Writing:</u> Children will know how to draw vertical lines.</p> <p><u>Autumn 2 Checkpoint:</u> Understand the five key concepts about print -print has meaning</p>	<p><u>Comprehension:</u> Children will know print has different purposes by exploring menus, magazines, newspapers, labels. Children will listen to and follow a selection of books to engage in conversations about the story, develop understanding and learn new vocabulary.</p> <p><u>Word Reading:</u> Children will know familiar words with the same initial sound such as mum and milk.</p> <p><u>Writing:</u> Children will know how to draw circles.</p>	<p><u>Comprehension:</u> Children will know the names of different parts of a book including the cover, title, author. Children will listen to and follow a selection of books to engage in conversations about the story, develop understanding and learn new vocabulary.</p> <p><u>Word Reading:</u> Children will know the RWI pictures for m, a, s, d, t, i, n, p, g, o, c, k.</p> <p><u>Writing:</u> Children will know how to draw diagonal lines.</p> <p><u>Spring 2 Checkpoint:</u> Develop their phonological awareness so that they can;</p>	<p><u>Comprehension:</u> Children will know how to turn the pages of a book carefully. Children will listen to and follow a selection of books to engage in conversations about the story, develop understanding and learn new vocabulary.</p> <p><u>Word Reading:</u> Children will know the RWI pictures for u, b, f, e, l, h, r, j, v, y, w, z.</p> <p><u>Writing:</u> Children will write the initial sound in their name</p>	<p><u>Comprehension:</u> Children will know that we read from left to right and top to bottom. Children will listen to and follow a selection of books to engage in conversations about the story, develop understanding and learn new vocabulary.</p> <p><u>Word Reading:</u> Children will know the RWI pictures for all set 1 sounds.</p> <p><u>Writing:</u> Children will write their name.</p> <p><u>End of Nursery Checkpoint:</u> Use some of their print and letter knowledge in their</p>

	Enjoys sharing books with an adult	<ul style="list-style-type: none"> <li>- print can have different purposes</li> <li>- we read English text from left to right, and from top to bottom</li> <li>- name the different parts of a book</li> <li>-page sequencing</li> </ul>		<ul style="list-style-type: none"> <li>-spot and suggest rhymes</li> <li>- count or clap syllables</li> <li>- recognise words with the same initial sound</li> </ul> Engage in extended conversations about stories learning new vocabulary.		early writing eg- writing a pretend shopping list that starts at the top of the page; writing m for mummy Write some or all of their name Write some letters accurately
Observational Checkpoint: Can children identify a range of different signs? Do children know how to handle a book and turn the pages one at a time? Can children identify rhymes and clap syllables? Can children talk to an adult about a story that they have enjoyed? Can children write their name?						
<b>Maths</b>	<p><u>Number:</u> Children will rote count to 5.</p> <p><u>Numerical Patterns:</u> Children will sort by colour, size and object. Children will sequence events using language including first, then and after. Children will identify patterns around them such as stripes on clothes.</p> <p><u>Baseline Checkpoint:</u> Can say when they have lots/more than someone else  Can complete a simple inset jigsaw  Says some numerals  Interested in sorting objects (colour, type, size)  Describes an object by its size, shape, colour.</p>	<p><u>Number:</u> Children will count to in correspondence to 5.</p> <p><u>Numerical Patterns:</u> Children will compare big and small.  Children will identify a circle, square and triangle.  Children will use language including sides, corners, straight, flat and round.</p> <p><u>Autumn 2 Checkpoint:</u>  Make comparisons between objects relating to size, length, weight, capacity.  Select shapes appropriately: flat surface for building on, triangular prism for roof etc  Combining shapes to make new ones – an arch, bigger triangle etc</p>	<p><u>Number:</u> Children will count in correspondence to 5, knowing that the total is 5. Children will show 'finger numbers' up to 5.</p> <p><u>Numerical Patterns:</u>  Children will use language including tall, long, short.  Children will identify a cube.</p>	<p><u>Number:</u> Children will rote count to 10. Children will identify more/less.</p> <p><u>Numerical Patterns:</u>  Children will use positional language including on top, under, next to and behind.  Children will match objects that are the same.</p> <p><u>Spring 2 Checkpoint:</u>  Extend and create ABAB patterns – stick, leaf, stick, leaf  Notice and correct and error in a repeating pattern  Begin to describe a sequence of events real/fictional, using words such as 'first' 'then'</p>	<p><u>Number:</u> Children will count in correspondence to 10. Children will subitise to 3.</p> <p><u>Numerical Patterns:</u>  Children will use language including light, heavy, full and empty. Children will make a shape pictures.  Children will solve real world mathematical problems with numbers up to 5.</p>	<p><u>Number:</u> Children will count recognise numbers 1, 2 and 3.</p> <p><u>Numerical Patterns:</u>  Children will make an AB repeating pattern. Children will notice and correct an error in a repeating pattern. Children will discuss routes and locations using words such as 'in front of' and 'behind'.</p> <p><u>End of Nursery Checkpoint:</u>  Develop a 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 is tell's you how many there are (cardinal principle)  Show 'finger numbers' up to 5  Link numerals and amounts eg- showing the right number of objects to match the numeral, up to 5  Experiment with their own symbols and marks as well as numerals  Solve real world mathematical problems with numbers up to 5  Compare quantities using language 'more than' 'fewer than'  Talk about and explore 2D shapes, using informal and mathematical language – 'sides' 'corners' 'straight' 'flat' 'round'</p>



						Understand position through words alone Discuss routes and locations using words like 'in front of' and 'behind' Talk about and identify the patterns around them
	Observational Checkpoint: Can children subitise to 3? Can children count in correspondence to 5? Can children rote count beyond 5? Can children compare quantities, size, length, weight and capacity? Can children talk about 2D and 3D shapes? Can children use positional language? Can children select shapes appropriately? Can children create a repeating pattern?					
Understanding the World  Past and present People, Culture and Communities The Natural World	<p><u>History:</u> <u>Past and Present:</u> Children will know they were a baby.</p> <p><u>Geography:</u> <u>People, Culture and Communities</u> Children will learn about different occupations inc. a plumber, farmer, vet. Children will talk about differences and similarities between themselves and people in their local community</p> <p><u>Science:</u> <u>The Natural World:</u> Children will know the names of body parts: heads, arms, hands, legs, feet, neck.</p> <p><u>Computing:</u> Children will know what we use to take photos.</p> <p><u>Baseline Checkpoint:</u> Talk about their family and people who are important to them Interested in finding out how things work Explore and talk about natural things going on around them eg- weather</p>	<p><u>History:</u> <u>Past and Present</u> Children will know about Poppy Day and Bonfire Night.</p> <p><u>Geography:</u> <u>People, Culture and Communities</u> Children will know that a globe represents the world.</p> <p><u>Science:</u> <u>The Natural World</u> Children will know how materials change when cooking, cooling and heating</p> <p><u>Computing:</u> Children will know how to explore technological toys.</p> <p><u>Autumn 2 Checkpoint:</u> Begin to make sense of their own life story and family's history Show interest in different occupations Explore how things work Use all their senses in hands on exploration of natural materials</p>	<p><u>History:</u> <u>Past and Present</u> Children find out about Chinese New Year.</p> <p><u>Geography:</u> <u>People, Culture and Communities</u> Children will know the name of the town that our school is in.</p> <p><u>Science:</u> <u>The Natural World</u> Children will make collections of natural materials to investigate and talk about. Children will know how materials change when melting.</p> <p><u>Computing:</u> Children will know how to select an app on an iPad.</p>	<p><u>History:</u> <u>Past and Present</u> Children will find out about Spring and know before it was Winter and next it will be Summer, then Autumn.</p> <p><u>Geography:</u> <u>People, Culture and Communities</u> Children will know about hot and cold places in our world.</p> <p><u>Science:</u> <u>The Natural World</u> Children will know that a butterfly comes from an egg. Children will know how to respect and care for living things.</p> <p><u>Computing:</u> Children will know how to create simple art on an iPad using paint.</p> <p><u>Spring 2 Checkpoint:</u> Plant seeds and care for growing plants Understand key features of a life cycle of a plant and an animal Begin to understand the need to respect and care for the natural environment and all living things. Talk about the differences between materials and the changes they notice.</p>	<p><u>History:</u> <u>Past and Present</u> Children will find out about St. George's day and how we celebrate.</p> <p><u>Geography:</u> <u>People, Culture and Communities</u> Children will find out about flags.</p> <p><u>Science:</u> <u>The Natural World</u> Children will know that seeds can turn into plants. Children will begin to understand how it takes time to grow fruit and vegetables. Children will plant and grow a fruit/vegetable/herb</p> <p><u>Computing:</u> Children will know how to play interactive games on the iPad.</p>	<p><u>History:</u> <u>Past and Present</u> Children will begin to understand that at the moment they attend Nursery but soon they will go to Reception.</p> <p><u>Geography: People, Culture and Communities</u> Children will know where Reception is and other school's they may be going to.</p> <p><u>Science:</u> <u>The Natural World</u> Children will explore and talk about forces including magnets, floating/sinking and stretching.</p> <p><u>Computing:</u> Children will learn how to operate wind-up toys and pulleys.</p> <p><u>End of Nursery Checkpoint:</u> Continue developing positive attitudes about the differences between people Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Explore and talk about the different forces they can feel.</p>

				Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide range of vocabulary		
	Observational Checkpoint: Can children use their senses to explore? Can children make sense of their own life-story and family history? Can children understand the key features of the life cycle of a plant and an animal? Do children show an interest in different occupations? Can children talk about differences between materials and changes they notice? Can children talk about different countries in the world?					
Expressive Arts and Design  Creating with materials Being imaginative and expressive	<p><u>Music:</u> <u>Being Imaginative</u> Children will know the nursery rhymes/songs: - 5 Little Ducks - Humpty Dumpty - Twinkle Twinkle Little Star Children will listen to the sounds of different instrument.</p> <p><u>Art and Design:</u> <u>Creating with Materials</u> Children will do large scale drawings/paintings. Children will use pencils to free draw.</p> <p><u>Baseline Checkpoint:</u> Enjoy moving to music Enjoy making sounds (music) with instruments. Enjoy and take part in songs Enjoy taking part in pretend play Create pictures using paint and other media Make simple models</p>	<p><u>Music:</u> <u>Being Imaginative</u> Children will know the nursery rhymes/songs: - Hickory Dickory Dock - 5 Little Speckled Frogs - Baa Baa Black Sheep</p> <p><u>Art and Design:</u> <u>Creating with Materials</u> Children will paint on a flat surface and an easel. Children will explore and recreate art in the style of Jackson Pollock.</p> <p><u>Autumn 2 Checkpoint:</u> Respond to what they have heard, expressing their thoughts and feelings Remember and sing entire songs Sing the pitch of a tone sung by another person (Pitch match) Sing in the melodic shape (moving melody, up and down and down and up) of familiar songs Create their own songs or improvise a song around one they know Play instruments with increasing control to express their feelings and ideas</p>	<p><u>Music:</u> <u>Being Imaginative</u> Children will know the nursery rhymes/songs: - If You're Happy and You Know It - Incy Wincy Spider Children will draw to represent ideas like movement and loud noises.</p> <p><u>Art and Design:</u> <u>Creating with Materials</u> Children will explore colour mixing. Children will use pencils to draw closed shapes such as squares and rectangles.</p>	<p><u>Music:</u> <u>Being Imaginative</u> Children will know the nursery rhymes/songs: - 5 Currant Buns - Three Blind Mice - Old Macdonald Had a Farm</p> <p><u>Art and Design:</u> <u>Creating with Materials</u> Children will explore painting with a range of tools such as cotton buds, vegetables, toothbrushes etc. Children will explore and make art in the style of Piet Mondrian.</p> <p><u>Spring 2 Checkpoint:</u> Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings/parks Draw with increasing complexity and detail – representing a face with circle including details Use drawing to represent ideas like movement/loud noises Show different emotions in drawings and paintings – happiness/sadness</p>	<p><u>Music:</u> <u>Being Imaginative</u> Children will know the nursery rhymes/songs: - 5 Little Men in a Flying Saucer - Jack and Jill - Miss Polly Had a Dolly Children will play sound matching games.</p> <p><u>Art and Design:</u> <u>Creating with Materials</u> Children will explore painting on a range of different surfaces such as tin foil, cling film, sugar paper etc. Children will do observational drawings.</p>	<p><u>Music:</u> <u>Being Imaginative</u> Children will know the nursery rhymes/songs: - 5 Little Monkeys Jumping on the Bed - The Wheels on the Bus Children will play a range of instruments to express their feelings and ideas.</p> <p><u>Art and Design:</u> <u>Creating with Materials</u> Children will explore various painting techniques such as splatter painting, bubble painting, straw painting, printing etc. Children will explore and make art in the style of Andy Goldsworthy.</p> <p><u>End of Nursery Checkpoint:</u> Take part in simple pretend play, using an object to represent something else, even if they are not similar Begin to develop complex stories using small world equipment like animal sets, dolls, doll houses Explore different materials freely, in order to develop their ideas about how to use them and what to make Develop their own ideas and then decide which materials to use to express them Join different materials and explore different textures Create closed shapes with continuous lines, begin to use these shapes to represent objects Explore colour and colour mixing Listen with increased attention to sounds</p>

	Observational Checkpoint: Can children take part in pretend play? Can children create using different materials? Can children develop their own creative ideas by drawing and painting? Can children perform a range of songs? Can children play instruments to express their own ideas?					
RE Come and See	Myself and My Family  <u>RE:</u> <u>People, Culture and Communities</u> Children will know how and why we celebrate Harvest Festival.	Welcome Advent/Christmas  <u>RE:</u> <u>People, Culture and Communities</u> Children will know that some people celebrate Diwali. Children will know that some people celebrate Christmas.	Church and celebrations Other places of worship  <u>RE:</u> <u>People, Culture and Communities</u> Children will look at photos of different churches.	Lent Easter  <u>RE:</u> <u>People, Culture and Communities</u> Children will find out about Palm Sunday. Children will know some people celebrate Easter.	Good News Pentecost  <u>RE:</u> <u>People, Culture and Communities</u> Children will listen to a selection of bible stories.	Our World  <u>RE:</u> <u>People, Culture and Communities</u> Children will take time to reflect and say a short thank you prayer.
Other themes	World Animal Day Black History Month	Halloween Bonfire Night Remembrance Day Christmas St Andrews Day Diwali	Valentine's Day Chinese New Year Children's Mental Health Awareness Week Pancake Day	St David's Day World Book Day Holi Mother's Day St Patricks Day Easter	St Georges Day Eid	Father's Day
Enrichment Visits and Visitors Curriculum in Action	Traditional Stories dress up Egremont castle walk	Spooky dress up Christmas sing a long Visit from Santa Elf Day	Julia Donaldson story role play	Mini-beast visit Planting seeds World boom day dress up	People who help us visits Teddy bears picnic	Trip on the 'Ratty' Local area walk Nursery Fun Day Sports day