

Values	Inclusivity	Respect	Empathy	Determination	Aspiration	Empowerment
Global Goals	1.No poverty 2. Zero hunger 3. Good health and well-being 4. Quality Education	5. Gender equality 6. Clean water & sanitation 7. Affordable and clean energy 8. Decent work and economic growth	9. Industry, infrastructure and innovation 10. Reduced inequalities 11. Sustainable cities and communities	12. Responsible consumption and production 13. Climate action 14. Life below water 15. Life on land	16. Peace, justice, and strong institutions 17. Participation for the goals	
SMSC/British Values	<p>Social Moral Spiritual Cultural Education</p> <p><b>Spiritual</b> - Explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect.</p> <p><b>Moral</b> - Recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views.</p> <p><b>Social</b> - Use a range of social skills; participate in the local community; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the 'British values' of democracy, the rule of law, liberty, respect and tolerance.</p> <p><b>Cultural</b> - Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity.</p> <hr/> <p>British Values Education</p> <ul style="list-style-type: none"> <li>• Democracy</li> <li>• The rule of Law</li> <li>• Individual Liberty</li> <li>• Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith</li> </ul>					

	AUTUMN		SPRING		SUMMER	
<b>School Events</b> <ul style="list-style-type: none"> <li>• Theme days</li> <li>• Charity events</li> <li>• Community events</li> </ul>	<p><b>Class Author Week:</b> Why are we named after this author? (02/09-10/09)</p> <p><b>Nepal week: What can we learn about Nepal's culture?</b> (w/b 27/09)</p> <p><b>No Pens Day:</b> What strategies can we use to learn if we don't use pens in school? (20/10)</p> <p><b>Black History Month:</b> Why is it important to learn about black History? (October)</p>	<p><b>Anti-Bullying Week:</b> What little acts of kindness can we do to prevent bullying and racism at our school? Odd sock day 15/11/21 (15/11-19/11)</p> <p><b>STEAM week: How do we look after our oceans?</b> (22-26/11)</p> <p><b>Enterprise Day:</b> How can we be creative to raise money for our school at Christmas? (10/12)</p> <p><b>Reindeer Day:</b> What features would we need to include to write a bestseller at Christmas? (December)</p>	<p><b>Take one Book:</b> (wb 06/01) Flotsam by David Wiesner</p> <p><b>Mental Health Week:</b> Why is Mental Health important? (wb 31/01)</p> <p><b>Internet Safety Week:</b> How can I keep myself safe online? (wb 07/02)</p>	<p><b>Shrove Tuesday:</b> Why do we make pancakes on Shrove Tuesday? (01/03)</p> <p><b>World Book Day:</b> How have books changed the world? (03/03)</p> <p><b>STEAM week:</b> Can we live on Mars? (Wb 14/03)</p>	<p><b>French week (16/5):</b> <b>Take me over The Channel!</b></p> <p><b>Healthy Living &amp; Walk to School Week:</b> How do we stay healthy? (23/5)</p> <p><b>Queen's Jubilee Party:</b> Why is the Queen an important person? (Platinum Jubilee 27/05)</p>	<p><b>STEAM week: Earth</b></p> <p><b>Take one Book:</b> Zeraffa Giraffa by Diane Hofmeyr Suzanne</p> <p><b>Careers Month June:</b> What is my dream job?</p> <p><b>Commonwealth Games/Cultural Fair:</b> What is the Commonwealth? (wb 4th July)</p>
<b>Charity Events</b>		<p><b>Poppy Appeal</b> 8-12/11/21</p> <p><b>Children in Need</b> 12/11/21</p> <p><b>Christmas Jumper Day</b> (17/12)</p>		<b>Sports Relief</b> 18/03/22		<b>Local foodbank fundraiser</b>
<b>FOL Events</b>	<p><b>Disco (15/10)</b> <b>Non uniform day (21/10)</b></p>	<p><b>Enterprise Day (10/12)</b> <b>Refreshments at Nativities (Dec)</b></p>		<b>Disco (25/02)</b>		<b>Summer Fair (01/07)</b>

Class trip				Standalone Farm		End of year picnic
Diversity Awareness	Nepal week Black History Month Harvest festival Oct	Anti Bullying week Children in Need Diwali- 4th No Christmas Hanukkah- 26 Dec	Chinese new Year 1st Feb Holi- Hindu 18 Mar Easter 17 Apr	Ramadan- Isalmic 1st May	Shavout- 6th June	Commonwealth

Prime	AUTUMN		SPRING		SUMMER	
<b>Communication and language</b>	<p>Daily opportunities for key learning:</p> <ul style="list-style-type: none"> <li>-Listen and respond in a variety of situations.</li> <li>-To talk to and listen to others</li> <li>-Opportunities to think about objects using who? what? where? when? questions.</li> <li>-Puppets or masks for children to use to retell nursery rhymes</li> <li>-To understand simple sentences</li> <li>-To use gestures , sometimes with limited language</li> <li>-Single channelled attention</li> <li>-To show interest in playing with sounds, songs and rhymes.</li> </ul>	<p>Daily opportunities for key learning:</p> <ul style="list-style-type: none"> <li>To join in with storytelling</li> <li>To listen to longer stories with attention</li> <li>To use story language</li> <li>-use small world areas and props</li> <li>To place objects in different positions (understanding positional language)</li> <li>Uses simple sentences</li> <li>Understands 'who', 'what', 'where' in simple questions</li> <li>To talk about themselves and members of their family that are not present</li> <li>To join in with actions or vocalisations when learning new songs</li> </ul>	<p>Daily opportunities for key learning:</p> <ul style="list-style-type: none"> <li>To listen to longer stories with attention</li> <li>To answer questions about a book character</li> <li>Respond to simple instructions.</li> <li>Retell a simple past event in correct order</li> <li>Uses simple questions such as :what ,where, who .</li> <li>Joins in singing favourite songs.</li> <li>-Daily stories shared with children</li> </ul>	<p>Daily opportunities for key learning:</p> <ul style="list-style-type: none"> <li>To use a wider range of vocabulary</li> <li>To be able to retell a simple story</li> <li>To use longer sentences of 4 to 6 words</li> <li>Sing a few familiar songs.</li> <li>-Daily stories shared with children</li> <li>-Show &amp; tell /Circle</li> </ul>	<p>Daily opportunities for key learning:</p> <ul style="list-style-type: none"> <li>To develop key new vocabulary</li> <li>To follow two part instructions</li> <li>Beginning to demonstrate focusing attention.</li> <li>Use a range of tenses</li> <li>Beginning to understand why and how questions</li> <li>-Daily stories shared</li> </ul>	<p>Daily opportunities for key learning:</p> <ul style="list-style-type: none"> <li>Engage in storytelling</li> <li>Listen to stories with increasing attention and recall.</li> <li>Engage in two way conversations</li> <li>Use talk to organise themselves and their play</li> <li>Use longer sentences joined up with words such as because, and , or.</li> <li>Sing a large repertoire of songs</li> <li>-Daily stories shared with children</li> </ul>

	<p>-Daily stories shared with children                  -Show &amp; tell /Circle time on a weekly basic                  -Fred the bear diary to be taken home weekly                  -cooking sessions once a week                  -PE sessions once a week</p>	<p>-Daily stories shared with children                  -Show &amp; tell /Circle time on a weekly basic                  -Fred the bear diary to be taken home weekly                  -cooking sessions once a week                  -PE sessions once a week</p>	<p>-Show &amp; tell /Circle time on a weekly basic                  -Fred the bear diary to be taken home weekly                  -cooking sessions once a week                  -PE sessions once a week</p>	<p>time on a weekly basic                  -Fred the bear diary to be taken home weekly                  -cooking sessions once a week                  -PE sessions once a week</p>	<p>with children                  -Show &amp; tell /Circle time on a weekly basic                  -Fred the bear diary to be taken home weekly                  -cooking sessions once a week                  -PE sessions once a week</p>	<p>-Show &amp; tell /Circle time on a weekly basic                  -Fred the bear diary to be taken home weekly                  -cooking sessions once a week                  -PE sessions once a week</p> <p>1.</p>
<p><b>Physical development</b></p>	<p>Exploring indoor and outdoor environment</p> <p>Building independence in self care activities e.g washing and drying hands, taking off and putting on coats</p> <p>Cosmic Yoga                  Squiggle while you wiggle-making connections between their movements and the marks they make</p>	<p>Gross motor skills e.g. running , jumping ,balancing , hopping</p> <p>Ball skills : catching and throwing</p> <p>Using large - muscle movement to wave flags , streamers, paint and make marks.</p> <p><b>Cosmic Yoga</b>/circle games and dances</p> <p><b>Squiggle while you wiggle</b>-making connections between their movements and the marks they make</p>	<p>Use one handed tools and equipment with increasing confidence e.g scissors</p> <p>Going up and down the stairs /steps using alternate feet</p>	<p>Use a comfortable grip to hold writing tools</p> <p>Increasing ability to use and remember sequences and patterns of movements related to music and rhythm.</p>	<p>Learning about healthy choices in regards to diet, exercise and oral hygiene .</p>	<p><b>Sports day</b></p> <p>Taking part and develop some group activities with their peers</p> <p>Increasing understanding that equipment and tools have to be used safely</p>

<b>Personal, social and emotional development</b>	Settling in Nursery rules and expectations Play and teach	All about me /Family photos Family celebrations e.g. birthdays, Christmas, Diwali	Emotions and feelings Exploring feelings and emotions through books and puppets (The colour monster)	Turn taking / sharing /puppets Circle games - taking turns	Circle time / ring games /team games	Transition to Reception

Specific	AUTUMN		SPRING		SUMMER	
<b>Phonics</b>	Learning how to sit and listen Songs and nursery rhymes	Learning how to sit and listen Songs and nursery rhymes	<b>Phase 1 activities</b> Phase 1 aspect 1 - environmental sounds Phase 1 aspect 2 - instrumental sound	<b>Phase 1 activities</b> Phase 1 aspect 3- body percussion Phase 1 aspect 4 -rhythm and rhyme	<b>Phase 1 activities</b> Phase 1 aspect 5 - alliteration Phase 1 aspect 6 - voice sounds	<b>Phase 1 activities</b> Phase 1 aspect 7-oral blending and segmenting
<b>Literacy</b>	Talk for writing Nursery rhymes Star nursery rhymes 1.Hello ,how are you? 2.Incy Wincy Spider 3.Twinkle twinkle little star 4. Baa baa black sheep 5.Miss Polly had a dolly 6.Humpty Dumpty	Talk for writing Nursery rhymes Star nursery rhymes 1.Once I caught a fish alive 2. Jack and Jill 3.Five currant buns 4.Pat a cake 5.Two little dicky birds 6. Open shut them	Talk for writing Nursery rhymes Star nursery rhymes 1.The wheels on the bus 2.Down at the station 3. Five little men in a flying saucer 4.Row row your boat 5.London Bridge	Talk for writing Nursery rhymes Star nursery rhymes 1.Old McDonald 2.Three blind mice 3.Five little speckled frogs 4.Little Miss Muffet 5. Five little monkeys 6. Walking through the jungle	Talk for writing Nursery rhymes /simple stories Star nursery rhymes/books 1.A sailor went to sea 2. Wee Willy Winky 3. I had a little turtle 4. Old grand Duke of York 5.Here we go round the Mulberry bush 6.Jelly on a plate  Star books 1 Dear Zoo 2.We're going on a bear hunt 3.The tiger who came	Talk for writing Nursery rhymes /simple stories Star nursery rhymes 1.One ,two buckle my shoe 2.Little Bo Peep 3. Little Arabella Miller 4. Ten green bottles 5.Hickory hickory dock 6. Three little kittens Star books 2. Gruffalo 3. Elmer 4. Whatever next !

					<p>to tea                  4. Peace at last                  5. Brown bear , brown bear                  6. Not now Bernard !</p>	<p>5. The very hungry caterpillar                  6. Owl babies                  7. Wow! said the owl</p>
<b>Maths</b>	<p>Uses some number names and number language spontaneously                  Enjoys number rhymes and songs                  Recite numbers past 5                  Show 'finger numbers 'up to 5</p> <p>Nursery rhymes :                  'Once I caught a fish alive'                  'Five little ducks'                  'Five currant buns'</p>	<p>Say one number per each item in order up to 5                  Subitising up to 3                  Experiment with their own representations of numbers (symbols and marks)                  Using language such as 'more than' , 'fewer than' to compare quantities</p> <p>Talk about and identify different patterns around them e.g. stripes on clothes , patterns on wallpaper, and use informal language to describe it e.g. round , pointy</p>	<p>Select shapes appropriately for task                  Talk about and explore 2D and 3D shapes using mathematical and informal language such as ;corners, sides, round , flat.                  Shows an understanding of simple positional language</p> <p>Create and extend repeating ABAB patterns                  Notice and correct an error in a repeating pattern</p>	<p>Counting up to 5 in 1 to 1                  Cardinal principle up to 5                  Combine shapes to make new one                  Make comparisons between objects relating to size, length, weight, and capacity</p>	<p>Recognise numbers 1 to 5                  Link numerals to amounts ,up to 5                  Using positional language such as : 'in front of' , 'behind'</p>	<p>Describe a familiar route                  Solve real world mathematical problems with numbers up to 5</p> <p>Begin to describe a sequence of events, real or fictional using words such as 'first' , 'then'.</p>
<b>Understanding of the world</b>	<p>Using senses to explore natural resources (indoor and outdoor )and talk about what they can see                  Visits to the meadow                  Walk around the school</p>	<p>Family photos                  All about my family                  Family celebrations e.g birthdays  <b>Diwali festival (24th October )</b> ,  <b>Halloween (31st Oct )</b>  <b>Christmas</b>  <b>Hanukkah- 26 Dec</b></p>	<p><b>Chinese New Year (1st Feb)</b>  <b>Holi Festival (19th March )</b>                  Winter walk                  Learn about and develop positive attitude about the difference between</p>	<p><b>Easter 17th April</b>  <b>Ramadan- Isalmic 1st May</b>                  Spring walk                  Show interest in different occupations                  School visits e.g fire brigade, school</p>	<p><b>Shavout- 6th June</b>                  Learn about different countries and talk about the differences they have seen in photos or have experienced</p> <p>Exploring and talking</p>	<p>Explore how things work                  Growing and change                  A life cycle of a plant and an animal                  Minibeast hunt</p> <p>Show care and</p>

	Harvest festival Oct		people Explore different materials and changes e.g floating -sinking , melting - freezing , light and shadows, heating - cooling	nurse, a veterinary nurse, a police officer etc.	about different forces e.g. pulling -pushing , magnetic - non magnetic , bending, stretching	respect for the natural environment and all living things
<b>Expressive art and design</b>	Engage in simple pretend play Enjoy playing with small world toys such as animals , dolls houses. Explore different textures Explore and use blocks and construction kits to build and balance	Explore different materials freely and independently Explore colour and colour mixing Remember and sing entire song Explore a wide range of musical instruments Listen with increased attention to sounds (sound matching games , listening games and activities )	Create simple representations of people and objects by creating enclosed shapes with continuous lines  Choose different materials independently and decide how to use them	Show different emotions in their drawing and paintings such as happiness , sadness Sing the pitch of a tone sung by another person ('pitch match') Draw with increasing complexity and adds details to their work	Use drawing to represent ideas like movement and loud noises Introduce children to a work of famous artists Listen to a wide variety of music and songs from different countries and cultures for children to express their feelings and thoughts	Play instruments with increasing control to express their emotions and feelings Create their own songs or improvise a song around one they know