



# Long-Term Curriculum Plan

(2020-2021)

Nursery Major Theme	Autumn		Spring		Summer		
	<u>All about me</u>	<u>Light and Dark (Seasonal changes)</u>	<u>Super Senses</u>	<u>People who help us</u>	<u>Old MacDonald had a farm</u>	<u>1,2,3,Go!</u>	
Minor Themes 2FEL FS1	Settling in  Family and Friends/Our bodies  Seasonal changes	Autumn colours/Autumn walk  Day and night animals  Diwali/Christmas	Touch,hear,look,smell,see	People in the community  Eating healthy  Growing	Animals/life cycles  Patterns  Floating and sinking	Healthy life style exercise/sports	
FS2 Major Theme		<u>Ourselfes and Our Community</u>	<u>What is a shadow?</u>	<u>Under the Sea</u>	<u>Once Upon a Time</u>	<u>Once Upon a Time</u>	<u>Transport</u>
Minor Themes FS2	Settling in All about me	Seasons - Autumn colours/Autumn walk  Dark and light  Diwali/Christmas	Healthy eating	Garden-Growing Easter Signs of spring	Caring for animals Growing Life-cycles	Ramadam/Eid Sun, Sand and Silhouette	
Key Texts  Including Story for talking focus  2FEL FS1	Room on the broom ( Sharing / being kind / friends) SFT- Goldilocks (Things in our homes) Owl Babies ( Family / brothers / sisters / caring)	Whatever next! Can't you sleep little bear? SFT- Washing line (clothes / warm / cold weather) The Jolly Postman at Christmas	SFT- Walking in the jungle (Jungle animals / patterns / animals noises) I want the cake! (Smell / looking)	SFT- The Enormous Turnip (Growing, family and pets)	Oh Dear! SFT- Dora's Eggs (Farm animals)	Recipe books Healthy me!	



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<p><b>Key Texts</b></p> <p><b>Including Story for talking focus</b></p> <p><b>FS2</b></p>	<p>Harry and the Dinosaurs Go To School</p> <p>Tiger Has a Tantrum, Elephant Learns to Share, Hippo Owns Up, Lion's in a Flap</p> <p>Here To Help - Bus Driver, Dentist, Refuse Collector, Police Officer, Postal Worker</p>	<p><b>Whatever Next</b></p> <p><b>Owl Babies</b></p> <p><b>I Love You Father</b></p> <p><b>Christmas</b></p>	<p>Commotion in the Ocean Rainbow Fish Sharing a Shell</p>	<p>The Gingerbread Man Goldilocks and the Three Bears The Easter Story</p>	<p>The Three Billy Goats Gruff The Enormous Turnip The Hungry Caterpillar Oliver's Vegetables</p>	<p>The Train Ride We All Go Travelling By Little Kipper's Sandcastle</p>
<p><b>Writing</b></p>	<p style="text-align: center;">2FEL-</p> <p style="text-align: center;">Distinguish between the marks they make. Begin to show presence for dominant hand. Begin to use 3 fingered tripod grip to hold writing tools. Imitate drawing simple shapes such as circles and lines.</p> <p style="text-align: center;">FS1-</p> <ul style="list-style-type: none"> <li>• Explore mark making on a large scale- mud, sand, painting etc             <ul style="list-style-type: none"> <li>• Draw circles, lines and some letter shapes.</li> </ul> </li> <li>• Sometimes give meanings to marks as they draw and paint.</li> </ul>		<p style="text-align: center;">2FEL-</p> <p style="text-align: center;">Distinguish between the marks they make. Begin to show presence for dominant hand. Begin to use 3 fingered tripod grip to hold writing tools. Imitate drawing simple shapes such as circles and lines.</p> <p style="text-align: center;">FS1-</p> <ul style="list-style-type: none"> <li>• Can copy some letters from their name.</li> <li>• Hold pencil between thumb and 2 fingers, no longer using whole hand to grasp.</li> <li>• Ascribe meanings to marks they see in different places.</li> </ul>		<p style="text-align: center;">2FEL-</p> <p style="text-align: center;">Distinguish between the marks they make. Begin to show presence for dominant hand. Begin to use 3 fingered tripod grip to hold writing tools. Imitate drawing simple shapes such as circles and lines.</p> <p style="text-align: center;">FS1-</p> <ul style="list-style-type: none"> <li>• Write some initial sounds correctly. Write their own first name</li> <li>• Hold a pencil in a point between first 2 fingers and thumbs and uses it with good control.</li> </ul>	
<p><b>Writing</b></p>	<p>FS2 Give meanings to marks as they draw, write and paint. Begin to break the flow of speech into words. Hears and says initial sounds in words. Show a preference for a dominant hand Begin to use anti-clockwise movements and retrace vertical lines. Begin to form recognisable letters.</p>	<p>FS2 Continue a rhyming string. Write their own first name. Segment the sounds in simple words and blend them together. Use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed.</p>	<p>FS2 Link sounds to letters, naming and sounding the letters of the alphabet. Use clearly identifiable letters to communicate meaning representing some sounds correctly and in sequence.</p>	<p>FS2 Read and write CVC and CVCC words Write labels and captions. Use finger spaces to show where words end and begin.</p>	<p>FS2 Write words that have more than one syllable. Read and write simple sentences and in different contexts. Be able to write on lines and control letters size. Holds paper in position whilst holding the pencil in their preferred hand with the correct grip.</p>	<p>FS2 Apply Set 3 phonic knowledge and Set 1 red words to their writing. Write sentences that includes a capital letter at the start, finger spaces and full stops. Write their full name without reference.  Exceeding: Be able to write words with set 2 sounds and common exception words for Set 1 and 2.  Write simple narratives (including ones they make up), using some story book language.</p>



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<p><b>Reading</b></p>	<p style="text-align: center;">2FEL-</p> <p style="text-align: center;">Join in with favourite nursery rhymes and songs. Repeat words and phrases from familiar stories Have favourite nursery rhymes, songs, poems or jingles. Fill in missing words in know story, rhyme or game. Turn pages in a book, sometimes several at once.</p> <p style="text-align: center;">FS1</p> <p style="text-align: center;">Listen to stories 1 to 1 and in small groups. Look and listen to an adult when they are speaking. Show an interest in print and illustrations in books and the environment. Recognise advertising logos. Look at a book independently.</p>		<p style="text-align: center;">2FEL-</p> <p style="text-align: center;">Join in with favourite nursery rhymes and songs. Repeat words and phrases from familiar stories Have favourite nursery rhymes, songs, poems or jingles. Fill in missing words in know story, rhyme or game. Turn pages in a book, sometimes several at once.</p> <p style="text-align: center;">FS1</p> <p style="text-align: center;">Join in with repeated refrains from stories. Use vocabulary in their play, that reflects their experiences of books.</p> <ul style="list-style-type: none"> <li>• Sit and listen to a story and to answer simple questions</li> </ul> <p style="text-align: center;">Enjoy rhyming and rhythmic activities. Recognise their own name. Handle books carefully.</p> <ul style="list-style-type: none"> <li>• Hold the book the correct way up and turns pages.</li> <li>• Know that print carries meaning and in English is read from left to right and top to bottom.</li> </ul>		<p style="text-align: center;">2FEL-</p> <p style="text-align: center;">Join in with favourite nursery rhymes and songs. Repeat words and phrases from familiar stories Have favourite nursery rhymes, songs, poems or jingles. Fill in missing words in know story, rhyme or game. Turn pages in a book, sometimes several at once.</p> <p style="text-align: center;">FS1</p> <ul style="list-style-type: none"> <li>• Hear initial sounds.</li> <li>• Orally blend and segment CVC words.</li> </ul> <p style="text-align: center;">Notice print around them and ascribe meanings to those marks. Suggest how a story might end. Show awareness of rhyme and alliteration.</p> <ul style="list-style-type: none"> <li>• Recognise rhythm in spoken words.</li> <li>• Retell familiar stories using pictures or props.</li> <li>• Talk about key events, characters and setting from familiar stories.</li> </ul>	
<p><b>Reading</b></p>	<p>FS2 Orally blend and segment CVC words using set 1 speed sounds. Hear and say initial sounds in words. Enjoy an increasing range of books.</p>	<p>FS2 Hear and say initial sounds in words. Use vocabulary and forms of speech that are increasing influenced by their experiences of books. Retell and recall key events from familiar stories. Continue a rhyming string.</p>	<p>FS2 Read and write CVC and CVCC words Be accessing ditty level on RWI and know a range of sounds e.g. sh, th, ng, nk, ch, ll, ff, ss Know which letters represent some sounds. Link sounds to letters, naming and sounding the letters of the alphabet. Recognise tricky words – I, the, no, go, to. Be able to record stories in simple ways- story maps, role play, retelling</p>	<p>FS2 Begin to read words, labels and captions – writing the sounds in order. Know that information can be retrieved from books and computers.</p>	<p>FS2 Be accessing green level on RWI and know a range of sounds e.g. or, air, ir, ou, oy ay, ee, igh, ow, oo, oo Read and write tricky words e.g. I, no, go, to, the, was, into, she, he, they. Read and write simple sentences and in different contexts.</p>	<p>FS2 Show an understanding of what they have read by answering questions or matching it to pictures. Exceeding: Be accessing pink level on RWI and reading Set 2 common exception words. Talk about the characters thoughts and feelings. Be able to answer more complex questions about stories.</p>
<p><b>Communication and Language</b></p>	<p style="text-align: center;">2 FEL</p> <p style="text-align: center;">Talking about themselves and their family Understanding simple sentences Joining in with actions and vocalisations Developing listening skills using children’s names to focus Using gesture sometimes with limited talk Showing an interest of playing with sounds , songs and rhymes Using language to share feelings / experiences</p> <p style="text-align: center;">FS1</p> <p style="text-align: center;">Talking about family and themselves Developing listening Skills Follow simple instructions Using talk in play</p>		<p style="text-align: center;">2 FEL</p> <p style="text-align: center;">Recognising and responding to familiar sounds such as knock on the door Understanding who, where, what in simple questions Listening with interest to the noises adults make when they read stories Developing understanding of concepts – big / little</p> <p style="text-align: center;">FS1</p> <p style="text-align: center;">Talking about their experiences Talking about what they can see / hear / taste Join in with repeated refrains in stories Talking about people who help us in the community Listening to stories with increasing attention and recall Developing focusing attention</p>		<p style="text-align: center;">2 FEL</p> <p style="text-align: center;">Learning new words rapidly and use them to talk about their own experience of animals Using a variety of questions e.g. What where who Understanding ore complex (2part)sentences Beginning to demonstrate focusing attention Listening to others one to one or in small groups Responding to simple instructions Beginning to use vocabulary based on objects and people that are important to them. Building vocabulary based on the breadth of their experience.</p> <p style="text-align: center;">FS1</p> <p style="text-align: center;">Talking about their own experiences of animals</p>	



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	<p>Retelling a simple past event in order Ask questions- who what why when where Increasing vocabulary Using talking in play to pretend</p> <p>FS2</p> <p>Listens to others one to one or in small groups, when conversation interests them.</p> <p>Listens to stories with increasing attention and recall. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</p> <p>Maintains attention, concentrates and sits quietly during appropriate activity. Two-channelled attention – to listen and do for a short span. Shows understanding of prepositions such as ‘under’, ‘on top’, ‘behind’ by carrying out an action or selecting the correct picture. Responds to simple instructions, e.g. to get or put away an object. Beginning to understand ‘why’ and ‘how’ questions. Uses vocabulary focused on objects and people that are of particular importance to them. Builds up vocabulary that reflects the breadth of their experiences - can talk about the different people who help us and use vocabulary related to each person. Uses talk in pretending that objects stand for something else in play, e.g. ‘This box is my castle.’</p>	<p>FS2</p> <p>Maintains attention, concentrates and sits quietly during appropriate activity. Two-channelled attention – to listen and do for a short span. Responds to instructions involving a two-part sequence. Understands humour, e.g. nonsense rhymes, jokes. Able to follow a story without pictures or props. Listens and responds to ideas expressed by others in conversation or discussion. Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words - learning names of sea creatures and under the sea nouns and verbs. To use story language and vocabulary influenced by traditional tales. To use language to imagine and recreate roles and experiences in play situations. Links statements and sticks to a main theme or intention. Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. Introduces a storyline or narrative into their play.</p>	<p>Using more complex sentences to link thoughts and ideas Follow a story without pictures. Asking questions about why things happen and explain. Show an understanding of prepositions. Use a range of tenses Listening and responding to others</p> <p>FS2</p> <p>To listen attentively in a range of situations. To listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. To give attention to what others say and respond appropriately, while engaged in another activity. Children follow instructions involving several ideas or actions. They answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events. Children express themselves effectively, showing awareness of listeners’ needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events, using story language and vocabulary related to traditional tales.</p>
<p><b>Maths Number</b></p>	<p>2 FEL</p> <ul style="list-style-type: none"> <li>Select 1, 2 and 3 objects from a group when asked.</li> <li>Recite some number names in sequence.</li> </ul> <p>Create and experiment with symbols and marks to represent number.</p> <p>Begin to make comparisons between quantities using language such as ‘more’ or ‘a lot.’</p> <p>Know that a number of objects changes in quantity when something is added or taken away.</p> <p>FS1</p> <p>Show a interest in numbers in the environment. Use some number names and number language spontaneously. Use some number names accurately in play. Beginning to represent numbers using fingers. Makes a collection to match the number in another collection e.g. 3 crackers/ 3 children. Show an interest in number problems.</p>	<p>2 FEL</p> <p>Select 1, 2 and 3 objects from a group when asked.</p> <ul style="list-style-type: none"> <li>Recite some number names in sequence.</li> </ul> <p>Create and experiment with symbols and marks to represent number.</p> <p>Begin to make comparisons between quantities using language such as ‘more’ or ‘a lot.’</p> <p>Know that a number of objects changes in quantity when something is added or taken away.</p> <p>FS1</p> <p>Recite numbers in order to 10. Know that numbers identify how many objects are in a set. Beginning to represent numbers using marks on paper or pictures. Perceptually subitise to 4. Realise that not only objects, but anything can be counted.</p>	<p>2 FEL</p> <p>Select 1, 2 and 3 objects from a group when asked.</p> <ul style="list-style-type: none"> <li>Recite some number names in sequence.</li> <li>Create and experiment with symbols and marks to represent number.</li> <li>Begin to make comparisons between quantities using language such as ‘more’ or ‘a lot.’</li> </ul> <p>Know that a number of objects changes in quantity when something is added or taken away.</p> <p>FS1</p> <p>Matches numeral and quantity to correctly. Conceptually subitise a group of three or four objects in different ways. Recognise some numerals of personal significance.</p>



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			<b>Compare 2 groups of objects saying when they have the same number.</b>		<b>Recognises numerals 1 to 5. Counts up to three or four objects by saying one number name for each item.</b>	
<b>Maths Number FS2</b>	<p style="text-align: center;">FS2</p> <p>Compares two groups of identical and non-identical objects, saying when they have the same number using numbers to 5.</p> <p>Counts up to three or four objects by saying one number name for each item.</p> <p>Counts actions or objects which cannot be moved.</p> <p>Uses the language of 'more' and 'fewer' to compare two sets of objects to five.</p>	<p style="text-align: center;">FS2</p> <p>Recognises numerals 1 to 5.</p> <p>Counts up to three or four objects by saying one number name for each item.</p> <p>Says the number that is one more than a given number to five.</p> <p>Finds one more or one less from a group of up to five objects.</p>	<p style="text-align: center;">FS2</p> <p>Count objects to 10</p> <p>Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.</p> <p>Count up to 6 objects from a larger group.</p> <p>Counts an irregular arrangement of up to ten objects.</p> <p>Estimates how many objects they can see and checks by counting them.</p> <p>Uses the language of 'fewer' to compare two sets of objects to 10.</p> <p>Say the number that is one more than a given number.</p> <p>Find one more or one less from a group of up to ten objects.</p>	<p style="text-align: center;">FS2</p> <p>Finds the total number of items in two groups by counting all of them.</p> <p>Say the number that is one more than a given number.</p> <p>Find one more or one less from a group of up to ten objects.</p> <p>In practical activities and discussion, begin to use the vocabulary involved in adding and subtracting.</p> <p>To use a ten frame and the part-whole model to find number bonds to 10.</p>	<p style="text-align: center;">FS2</p> <p>Count reliably with numbers from one to 20</p> <p>Order numbers from 1 to 20 saying which number is one more or one less than a given number.</p> <p>Add and subtract two single-digit numbers in practical contexts and count on or back to find the answer.</p>	<p style="text-align: center;">FS2</p> <p>Records, using marks that they can interpret and explain.</p> <p>Solve problems, including doubling, halving and sharing.</p> <p>Exceeding: Estimate a number of objects and check quantities by counting up to 20.</p> <p>Solve practical problems that involve combining groups of 2, 5 or 10, or sharing into equal groups</p>
<b>Maths Shape, Space and Measure</b>	2 FEL		2 FEL		2 FEL	
	<p style="text-align: center;">Notice simple shapes and patterns in pictures.</p> <p>Begin to categorise objects into categories such as shape or size.</p> <p style="text-align: center;">Begin to use the language of size.</p> <p>Understand some talk about immediate past or futures e.g. before, after, soon.</p> <p>Anticipates specific time-based events such as mealtime or home time.</p> <p style="text-align: center;"><b>FS1</b></p> <p style="text-align: center;"><b>Show an interest in shape and space by playing with shapes or making arrangements with objects.</b></p> <p style="text-align: center;"><b>Show interest in shapes in the environment.</b></p>		<p style="text-align: center;">Notice simple shapes and patterns in pictures.</p> <p>Begin to categorise objects into categories such as shape or size.</p> <p style="text-align: center;">Begin to use the language of size.</p> <p>Understand some talk about immediate past or futures e.g. before, after, soon.</p> <p>Anticipates specific time-based events such as mealtime or home time.</p> <p style="text-align: center;"><b>FS1</b></p> <p style="text-align: center;"><b>Show awareness of similarities of shapes in the environment.</b></p> <p style="text-align: center;"><b>Show interest in shape by sustained construction activity or by talking about shapes or arrangements.</b></p> <p style="text-align: center;"><b>Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'</b></p>		<p style="text-align: center;">Notice simple shapes and patterns in pictures.</p> <p>Begin to categorise objects into categories such as shape or size.</p> <p style="text-align: center;">Begin to use the language of size.</p> <p>Understand some talk about immediate past or futures e.g. before, after, soon.</p> <p>Anticipates specific time-based events such as mealtime or home time.</p> <p style="text-align: center;"><b>FS1</b></p> <p style="text-align: center;"><b>Use positional language.</b></p> <p style="text-align: center;"><b>Use shapes appropriately for tasks.</b></p>	
<b>Maths Shape, Space and Measure</b>	<p>FS2 Use familiar objects and common shapes to recreate patterns and build models.</p>	<p>FS2 Begin to use mathematical names for 'flat' 2D shapes, and mathematical terms to describe shapes.</p> <p>Selects a particular named 2D shape.</p>	<p>FS2 Begin to use mathematical names for 'flat' 2D shapes and 'solid' 3D shapes, and</p>	<p>FS2 Begin to use mathematical names for 'flat' 2D shapes and 'solid' 3D shapes, and</p>	<p>FS2 Recognise, create and describe more complex patterns.</p>	<p>FS2 Order two or three items by length or height.</p> <p>Order two items by weight or capacity.</p>



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	<p>To compare size, mass and capacity using the language of heavy, light, full, empty, large, small etc.</p> <p>To continue a repeating pattern and create their own pattern using shapes, colours and objects.</p>	<p>Can describe their relative position such as '<i>behind</i>' or '<i>next to</i>'.</p> <p>To use positional language to describe where an object/person is in relation to another.</p>	<p>mathematical terms to describe shapes.</p> <p>Select a particular named 2D/3D shape.</p> <p>Measure short periods of time in simple ways.</p>	<p>mathematical terms to describe shapes.</p> <p>Select a particular named 2D/3D shape.</p> <p>Measure short periods of time in simple ways.</p>	<p>Beginning to use everyday language related to money.</p>	<p>Use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.</p> <p>Explore characteristics of everyday objects and shapes and use mathematical language to describe them.</p> <p>Exceeding: Estimate, measure, weigh and compare and order objects and talk about properties, position and time.</p>
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<p><b>Health and Self-Care (Science)</b></p>	<p>2 FEL</p> <p>Physical-Health and Self-Care Beginning to recognise danger and seeks support of significant adults for help.</p> <p>Understanding the World- The World Notices detailed features of objects in their environment.</p> <p>FS1 Physical-Health and Self-Care</p> <ul style="list-style-type: none"> <li>• Observes the effects of activity on their bodies.</li> </ul> <p>Understanding the World- The World Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</p> <ul style="list-style-type: none"> <li>• Can talk about some of the things they have observed such as plants, animals, natural and found objects.</li> <li>• Talks about why things happen and how things work.</li> <li>• Developing an understanding of growth, decay and changes over time.</li> <li>• Shows care and concern for living things and the environment.</li> </ul> <p>FS2 Physical-Health and Self-Care Can tell adults when hungry or tired or when they want to rest or play. Observes the effects of activity on their bodies.</p>	<p>2 FEL</p> <p>Physical-Health and Self-Care Beginning to recognise danger and seeks support of significant adults for help.</p> <p>Understanding the World- The World Notices detailed features of objects in their environment.</p> <p>FS1 Physical-Health and Self-Care</p> <ul style="list-style-type: none"> <li>• Observes the effects of activity on their bodies.</li> </ul> <p>Understanding the World- The World Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</p> <ul style="list-style-type: none"> <li>• Can talk about some of the things they have observed such as plants, animals, natural and found objects.</li> <li>• Talks about why things happen and how things work.</li> <li>• Developing an understanding of growth, decay and changes over time.</li> <li>• Shows care and concern for living things and the environment.</li> </ul> <p>FS2 Physical-Health and Self-Care Eats a healthy range of foodstuffs and understands need for variety in food. Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. Can talk about food saying whether they are healthy or unhealthy and why.</p>	<p>2 FEL</p> <p>Physical-Health and Self-Care Beginning to recognise danger and seeks support of significant adults for help.</p> <p>Understanding the World- The World Notices detailed features of objects in their environment.</p> <p>FS1 Physical-Health and Self-Care</p> <ul style="list-style-type: none"> <li>• Observes the effects of activity on their bodies.</li> </ul> <p>Understanding the World- The World Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</p> <ul style="list-style-type: none"> <li>• Can talk about some of the things they have observed such as plants, animals, natural and found objects.</li> <li>• Talks about why things happen and how things work.</li> <li>• Developing an understanding of growth, decay and changes over time.</li> <li>• Shows care and concern for living things and the environment.</li> </ul> <p>FS2 Physical-Health and Self-Care Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.</p>
<p><b>Understanding of the World – People and Communities (RE and History)</b></p>	<p>2FEL</p> <ul style="list-style-type: none"> <li>• Is curious about people and shows interest in stories about themselves and their family.</li> <li>•Enjoys pictures and stories about themselves, their families and other people.</li> </ul> <p>FS1 Understanding the World-People and Communities Shows interest in the lives of people who are familiar to them.</p> <ul style="list-style-type: none"> <li>• Remembers and talks about significant events in their own experience.</li> <li>• Recognises and describes special times or events for family or friends.</li> </ul>	<p>2FEL</p> <ul style="list-style-type: none"> <li>• Is curious about people and shows interest in stories about themselves and their family.</li> <li>•Enjoys pictures and stories about themselves, their families and other people.</li> </ul> <p>FS1 Understanding the World-People and Communities Shows interest in the lives of people who are familiar to them.</p>	<p>2FEL</p> <ul style="list-style-type: none"> <li>• Is curious about people and shows interest in stories about themselves and their family.</li> <li>•Enjoys pictures and stories about themselves, their families and other people.</li> </ul> <p>FS1 Understanding the World-People and Communities</p>



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	<p>FS2</p> <p>Shows interest in the lives of people who are familiar to them – talk about who lives in their house and close friends or family members.</p> <p>How do Hindu's celebrate Diwali – make Divas and Rangoli patterns. Do they celebrate Diwali? What celebrations do they celebrate?</p> <p>Remembers and talks about significant events in their own experience.</p> <p>Recognises and describes special times or events for family or friends.</p> <p>Shows interest in different occupations and ways of life -focus on 'people who help us': police, teachers, firefighters, doctors etc.</p> <p>Knows some of the things that make them unique and can talk about some of the similarities and differences in relation to friends or family.</p> <p>Enjoys joining in with family customs and routines.</p> <p>Shows understanding and say why and how Christian's celebrate Christmas.</p>	<ul style="list-style-type: none"> <li>Remembers and talks about significant events in their own experience.</li> <li>Recognises and describes special times or events for family or friends.</li> </ul> <p>FS2</p> <p>Enjoys joining in with family customs and routines.</p> <p>Show good understanding and can say why and how Christian's celebrate Easter. Do they celebrate Easter? What celebrations do they celebrate?</p> <p>Can talk about what celebrations they celebrate with their families and how they celebrate these.</p> <p>Talk about what foods they like/don't like. Are these foods healthy and why? E.g. Milk makes your bones strong.</p>	<p>Shows interest in the lives of people who are familiar to them.</p> <ul style="list-style-type: none"> <li>Remembers and talks about significant events in their own experience.</li> <li>Recognises and describes special times or events for family or friends.</li> </ul> <p>FS2</p> <p>Shows understanding and can talk about why and how families celebrate Eid and Ramadan.</p> <p>Talk about past and present events in their own lives and in the lives of family members. Know that other children don't always enjoy the same things and are sensitive to this.</p> <p>Know about similarities and differences between themselves and others, and among families, communities and traditions.</p>
<p><b>Understanding the World – The World (Science)</b></p>	<p>2 FEL</p> <p>Understanding the World- The World</p> <ul style="list-style-type: none"> <li>Enjoys playing with small-world models such as a farm, a garage, or a train track.</li> <li>Notices detailed features of objects in their environment.</li> </ul> <p>FS1</p> <p>Understanding the World- The World</p> <p>Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</p> <ul style="list-style-type: none"> <li>Shows care and concern for living things and the environment.</li> </ul> <p>FS2</p> <p>Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</p> <p>Can talk about some of the things they have observed such as plants, animals, natural and found objects – can recall and discuss facts about owls.</p> <p>Developing an understanding of growth, decay and changes over time – can recognise and describe changes and signs of Autumn (animals, weather)</p> <p>Shows care and concern for living things and the environment.</p> <p>Looks closely at similarities, differences, patterns and change.</p>	<p>2 FEL</p> <p>Understanding the World- The World</p> <ul style="list-style-type: none"> <li>Enjoys playing with small-world models such as a farm, a garage, or a train track.</li> <li>Notices detailed features of objects in their environment.</li> </ul> <p>FS1</p> <p>Understanding the World- The World</p> <p>Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</p> <ul style="list-style-type: none"> <li>Shows care and concern for living things and the environment</li> </ul> <p>FS2</p> <p>Looks closely at similarities, differences, patterns and change.</p> <p>Talk from past experience: have they ever grown something? A plant? Talk about how humans grow from babies to adults.</p> <p>Can follow the instructions to plant a seed/bean, talk about what they need to survive and observe the changes as they grow into a flower/plant.</p> <p>Can recognize and describe changes and signs of Spring – animals, flowers, weather.</p> <p>Name and state facts about different sea creatures.</p> <p>Name body parts of sea creatures and say what adaptations they have to best survive in water.</p>	<p>2 FEL</p> <p>Understanding the World- The World</p> <ul style="list-style-type: none"> <li>Enjoys playing with small-world models such as a farm, a garage, or a train track.</li> <li>Notices detailed features of objects in their environment.</li> </ul> <p>FS1</p> <p>Understanding the World- The World</p> <p>Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</p> <ul style="list-style-type: none"> <li>Shows care and concern for living things and the environment</li> </ul> <p>FS2</p> <p>Children know about similarities and differences in relation to places, objects, materials and living things.</p> <p>They talk about the features of their own immediate environment and how environments might vary from one another.</p> <p>They make observations of animals and plants and explain why some things occur and talk about changes – talk about the similarities and differences between the four seasons.</p>
<p><b>Art</b></p>	<p>2 FEL</p> <p>Expressive Art and Design- Exploring Media and Materials</p>	<p>2 FEL</p> <p>Expressive Art and Design- Exploring Media and Materials</p>	<p>2 FEL</p>





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	<ul style="list-style-type: none"> <li>Experiments with blocks, colours and marks. Expressive Art and Design- Being Imaginative Beginning to use representation to communicate, e.g. drawing a line and saying 'That's me.'</li> </ul> <p>Physical-Moving and Handling</p> <ul style="list-style-type: none"> <li>Shows control in holding and using jugs to pour, hammers, books and mark-making tools.</li> <li>Beginning to use three fingers (tripod grip) to hold writing tools             <ul style="list-style-type: none"> <li>Imitates drawing simple shapes such as circles and lines.</li> <li>May be beginning to show preference for dominant hand.</li> </ul> </li> </ul> <p>FS1 Expressive Art and Design- Exploring Media and Materials</p> <ul style="list-style-type: none"> <li>Explores colour and how colours can be changed.</li> <li>Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.</li> <li>Beginning to be interested in and describe the texture of things.             <ul style="list-style-type: none"> <li>Realises tools can be used for a purpose.</li> </ul> </li> </ul> <p>Expressive Art and Design- Being Imaginative Uses available resources to create props to support role-play.</p> <ul style="list-style-type: none"> <li>Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.</li> </ul> <p>Physical-Moving and Handling Draws lines and circles using gross motor movements.</p> <ul style="list-style-type: none"> <li>Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors.</li> <li>Holds pencil between thumb and two fingers, no longer using whole-hand grasp.</li> <li>Holds pencil near point between first two fingers and thumb and uses it with good control.</li> </ul> <p>FS2 M&amp;H Draws lines and circles using gross motor movements. Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors.</p> <p>EMM Explores colour and how colours can be changed. Understands that they can use lines to enclose a space, and</p>	<ul style="list-style-type: none"> <li>Experiments with blocks, colours and marks. Expressive Art and Design- Being Imaginative Beginning to use representation to communicate, e.g. drawing a line and saying 'That's me.'</li> </ul> <p>Physical-Moving and Handling</p> <ul style="list-style-type: none"> <li>Shows control in holding and using jugs to pour, hammers, books and mark-making tools.</li> <li>Beginning to use three fingers (tripod grip) to hold writing tools             <ul style="list-style-type: none"> <li>Imitates drawing simple shapes such as circles and lines.</li> <li>May be beginning to show preference for dominant hand.</li> </ul> </li> </ul> <p>FS1 Expressive Art and Design- Exploring Media and Materials</p> <ul style="list-style-type: none"> <li>Explores colour and how colours can be changed.</li> <li>Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.</li> <li>Beginning to be interested in and describe the texture of things.             <ul style="list-style-type: none"> <li>Realises tools can be used for a purpose.</li> </ul> </li> </ul> <p>Expressive Art and Design- Being Imaginative Uses available resources to create props to support role-play.</p> <ul style="list-style-type: none"> <li>Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.</li> </ul> <p>Physical-Moving and Handling Draws lines and circles using gross motor movements.</p> <ul style="list-style-type: none"> <li>Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors.</li> <li>Holds pencil between thumb and two fingers, no longer using whole-hand grasp.</li> <li>Holds pencil near point between first two fingers and thumb and uses it with good control.</li> </ul> <p>FS2 M&amp;H Uses simple tools to effect changes to materials. Handles tools, objects, construction and malleable materials safely and with increasing control. Shows a preference for a dominant hand.</p>	<p>Expressive Art and Design- Exploring Media and Materials</p> <ul style="list-style-type: none"> <li>Experiments with blocks, colours and marks. Expressive Art and Design- Being Imaginative Beginning to use representation to communicate, e.g. drawing a line and saying 'That's me.'</li> </ul> <p>Physical-Moving and Handling</p> <ul style="list-style-type: none"> <li>Shows control in holding and using jugs to pour, hammers, books and mark-making tools.</li> <li>Beginning to use three fingers (tripod grip) to hold writing tools</li> <li>Imitates drawing simple shapes such as circles and lines.</li> <li>May be beginning to show preference for dominant hand.</li> </ul> <p>FS1 Expressive Art and Design- Exploring Media and Materials</p> <ul style="list-style-type: none"> <li>Explores colour and how colours can be changed.</li> <li>Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.</li> <li>Beginning to be interested in and describe the texture of things.             <ul style="list-style-type: none"> <li>Realises tools can be used for a purpose.</li> </ul> </li> </ul> <p>Expressive Art and Design- Being Imaginative Uses available resources to create props to support role-play.</p> <ul style="list-style-type: none"> <li>Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.</li> </ul> <p>Physical-Moving and Handling Draws lines and circles using gross motor movements.</p> <ul style="list-style-type: none"> <li>Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors.</li> </ul>
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	<p>then begin to use these shapes to represent objects. Beginning to be interested in and describe the texture of things.</p> <p>BI</p> <p>Uses available resources to create props to support role-play. Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.</p>	<p>Begins to use anticlockwise movement and retrace vertical lines.</p> <p>EMM</p> <p>Explores what happens when they mix colours. Experiments to create different textures.</p> <p>Understands that different media can be combined to create new effects.</p> <p>Manipulates materials to achieve a planned effect. Uses simple tools and techniques competently and appropriately.</p> <p>Selects appropriate resources and adapts work where necessary.</p> <p>Selects tools and techniques needed to shape, assemble and join materials they are using.</p> <p>BI</p> <p>Create simple representations of events, people and objects. Chooses particular colours to use for a purpose.</p>	<ul style="list-style-type: none"> <li>• Holds pencil between thumb and two fingers, no longer using whole-hand grasp.</li> <li>• Holds pencil near point between first two fingers and thumb and uses it with good control.</li> </ul> <p>FS2</p> <p>MH To handle equipment and tools effectively.</p> <p>EMM They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>BI</p> <p>Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p>			
<p><b>Music</b></p>	<p>Songs about body parts – Heads shoulders knees and toes, wake up our muscles, action songs , nursery rhymes. Goldilocks song.</p> <p>Using instruments in music area. Choosing a song to sing – tempo / dynamics</p> <p>2 FEL</p> <p>Exploring Media and Materials</p> <ul style="list-style-type: none"> <li>• Joins in singing favourite songs.</li> <li>• Creates sounds by banging, shaking, tapping or blowing.** not blowing</li> <li>• Shows an interest in the way musical instruments sound.</li> </ul> <p>FS1</p> <p>Exploring Media and Materials</p> <ul style="list-style-type: none"> <li>• Enjoys joining in with dancing and ring games.</li> <li>• Sings a few familiar songs.</li> <li>• Beginning to move rhythmically.</li> <li>• Imitates movement in response to music.</li> <li>• Taps out simple repeated rhythms.</li> <li>• Explores and learns how sounds can be changed.</li> </ul>	<p>Songs about the seasons, Christmas songs, nursery rhymes.</p> <p>Winter End of Term Production.</p> <p>2 FEL</p> <p>Exploring Media and Materials</p> <ul style="list-style-type: none"> <li>• Joins in singing favourite songs.</li> <li>• Creates sounds by banging, shaking, tapping or blowing. ** not blowing</li> <li>• Shows an interest in the way musical instruments sound.</li> </ul> <p>FS1</p> <p>Exploring Media and Materials</p> <ul style="list-style-type: none"> <li>• Enjoys joining in with dancing and ring games.</li> <li>• Sings a few familiar songs.</li> </ul>	<p>Nursery rhymes, songs about body parts</p> <p>2 FEL</p> <p>Exploring Media and Materials</p> <ul style="list-style-type: none"> <li>• Joins in singing favourite songs.</li> <li>• Creates sounds by banging, shaking, tapping or blowing.</li> <li>• Shows an interest in the way musical instruments sound.</li> </ul> <p>FS1</p> <p>Exploring Media and Materials</p> <ul style="list-style-type: none"> <li>• Enjoys joining in with dancing and ring games.</li> <li>• Sings a few familiar songs.</li> <li>• Beginning to move rhythmically.</li> <li>• Imitates movement in response to music.</li> <li>• Taps out simple repeated rhythms.</li> <li>• Explores and learns how sounds can be changed.</li> <li>• Creates movement in response to music.</li> <li>• Sings to self and makes up simple songs.</li> </ul>	<p>Using instruments in music area. Choosing a song to sing – tempo / dynamics</p> <p>Songs about people in the community. Wheels on the bus Environmental sounds e.g. sirens, doorbell</p> <p>2 FEL</p> <p>Exploring Media and Materials</p> <ul style="list-style-type: none"> <li>• Joins in singing favourite songs.</li> <li>• Creates sounds by banging, shaking, tapping or blowing.</li> <li>• Shows an interest in the way musical instruments sound.</li> </ul> <p>FS1</p>	<p>Songs about animals Animals Noises Nursery Rhymes</p> <p>Using instruments in music area. Choosing a song to sing – tempo / dynamics</p> <p>2 FEL</p> <p>Exploring Media and Materials</p> <ul style="list-style-type: none"> <li>• Joins in singing favourite songs.</li> <li>• Creates sounds by banging, shaking, tapping or blowing.</li> <li>• Shows an interest in the way musical instruments sound.</li> </ul> <p>FS1</p> <p>Exploring Media and Materials</p>	<p>Dancing / moving to keep fit Keep fit song Mango Song</p> <p>Using instruments in music area. Choosing a song to sing – tempo / dynamics</p> <p>2 FEL</p> <p>Exploring Media and Materials</p> <ul style="list-style-type: none"> <li>• Joins in singing favourite songs.</li> <li>• Creates sounds by banging, shaking, tapping or blowing.</li> <li>• Shows an interest in the way musical instruments sound.</li> </ul> <p>FS1</p> <p>Exploring Media and Materials</p>



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	<p>Creates movement in response to music.</p> <ul style="list-style-type: none"> <li>• Sings to self and makes up simple songs.             <ul style="list-style-type: none"> <li>• Makes up rhythms.</li> </ul> </li> <li>• Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words</li> </ul> <p style="text-align: center;">FS2</p> <p>Songs about Myself and My Community: 5 little policemen, we're gonna build a house, the wheels on the bus, funny bones, head shoulders knees and toes, where are you going – places song, teddy bears picnic, action songs, nursery rhymes Using instruments in music area. Choosing a song to sing – tempo / dynamics Using instruments in music area. Work through Charanga</p> <p>Enjoys joining in with dancing and ring games. Sings a few familiar songs. Beginning to move rhythmically. Imitates movement in response to music. Taps out simple repeated rhythms. Explores and learns how sounds can be changed.</p>	<ul style="list-style-type: none"> <li>• Beginning to move rhythmically.</li> <li>• Imitates movement in response to music.             <ul style="list-style-type: none"> <li>• Taps out simple repeated rhythms.</li> </ul> </li> <li>• Explores and learns how sounds can be changed.</li> </ul> <p>Creates movement in response to music.</p> <ul style="list-style-type: none"> <li>• Sings to self and makes up simple songs.</li> <li>• Makes up rhythms.</li> <li>• Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words</li> </ul> <p style="text-align: center;">FS2</p> <p>Songs about the seasons, Christmas songs, nursery rhymes. Winter End of Term Production. Using instruments in music area. Work through Charanga</p> <p>Enjoys joining in with dancing and ring games. Sings a few familiar songs. Beginning to move rhythmically. Imitates movement in response to music. Taps out simple repeated rhythms. Explores and learns how sounds can be changed.</p>	<ul style="list-style-type: none"> <li>• Makes up rhythms.</li> <li>• Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words</li> </ul> <p style="text-align: center;">FS2</p> <p>Under the Sea songs – 10 little fish, there's a hole in the bottom of the sea, under the sea (Ariel), move like sea creatures</p> <p>Healthy eating songs – Johnny Johnny yes papa, do you like broccoli, the healthy food vs junk food song, keep fit song, dancing/moving to keep fit/test heart rate</p> <p>Using instruments in music area. Work through Charanga</p> <p>Begins to build a repertoire of songs and dances. Explores the different sounds of instruments.</p>	<p>Exploring Media and Materials</p> <ul style="list-style-type: none"> <li>• Enjoys joining in with dancing and ring games.</li> <li>• Sings a few familiar songs.</li> <li>• Beginning to move rhythmically.</li> <li>• Imitates movement in response to music.             <ul style="list-style-type: none"> <li>• Taps out simple repeated rhythms.</li> </ul> </li> <li>• Explores and learns how sounds can be changed.</li> </ul> <p>Creates movement in response to music.</p> <ul style="list-style-type: none"> <li>• Sings to self and makes up simple songs.</li> <li>• Makes up rhythms.</li> <li>• Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words</li> </ul> <p style="text-align: center;">FS2</p> <p>Using instruments in music area. Choosing a song to sing – tempo / dynamics Debbie and friends – traditional sales 10 little flowers, Mary Mary quite contrary Work through Charanga</p> <p>Children sing songs, make music and dance, and experiment with ways of changing them.</p>	<ul style="list-style-type: none"> <li>• Enjoys joining in with dancing and ring games.</li> <li>• Sings a few familiar songs.             <ul style="list-style-type: none"> <li>• Beginning to move rhythmically.</li> </ul> </li> <li>• Imitates movement in response to music.</li> <li>• Taps out simple repeated rhythms.</li> <li>• Explores and learns how sounds can be changed</li> <li>. Creates movement in response to music.</li> <li>• Sings to self and makes up simple songs.             <ul style="list-style-type: none"> <li>• Makes up rhythms.</li> </ul> </li> <li>• Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words</li> </ul> <p style="text-align: center;">FS2</p> <p>Using instruments in music area. Choosing a song to sing – tempo / dynamics Debbie and friends – traditional sales 10 little flowers, Mary Mary quite contrary Work through Charanga</p> <p>Children sing songs, make music and dance, and experiment with ways of changing them.</p>	<ul style="list-style-type: none"> <li>• Enjoys joining in with dancing and ring games.</li> <li>• Sings a few familiar songs.</li> <li>• Beginning to move rhythmically.</li> <li>• Imitates movement in response to music.             <ul style="list-style-type: none"> <li>• Taps out simple repeated rhythms.</li> </ul> </li> <li>• Explores and learns how sounds can be changed.</li> </ul> <p>Creates movement in response to music.</p> <ul style="list-style-type: none"> <li>• Sings to self and makes up simple songs.</li> <li>• Makes up rhythms.             <ul style="list-style-type: none"> <li>• Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words</li> </ul> </li> </ul> <p style="text-align: center;">FS2</p> <p>Ten little aeroplanes, the journey home from grandpa's, we all go travelling by,</p> <p>Children sing songs, make music and dance, and experiment with ways of changing them.</p>
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		<p>Begins to build a repertoire of songs and dances.</p> <p>Explores the different sounds of instruments</p>		<p>Begins to build a repertoire of songs and dances.</p> <p>Explores the different sounds of instruments.</p>		
<p><b>UW</b> <b>People and Communities (RE)</b></p>	<p>Understanding the World-People and Communities</p> <p>Talking about who is in my family. Home corner role play – who lives in your house, brothers / sisters/ family names.</p> <p>2 FEL Has a sense of own immediate family and relations.</p> <ul style="list-style-type: none"> <li>In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea. <ul style="list-style-type: none"> <li>Learns that they have similarities and differences that connect them to, and distinguish them from, others.</li> </ul> </li> </ul> <p>FS1 Shows interest in the lives of people who are familiar to them.</p> <ul style="list-style-type: none"> <li>Remembers and talks about significant events in their own experience.</li> <li>Recognises and describes special times or events for family or friends. <ul style="list-style-type: none"> <li>Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.</li> </ul> </li> </ul>	<p>Understanding the World-People and Communities</p> <p>Celebrations – have you ever been to a party? Home corner – party Making Diva Lamps How do Christians celebrate Christmas Christmas Party</p> <p>2 FEL Has a sense of own immediate family and relations.</p> <ul style="list-style-type: none"> <li>In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea.</li> <li>Learns that they have similarities and differences that connect them to, and distinguish them from, others.</li> </ul> <p>FS1 Shows interest in the lives of people who are familiar to them.</p> <ul style="list-style-type: none"> <li>Remembers and talks about significant events in their own experience. <ul style="list-style-type: none"> <li>Recognises and describes special times or events for family or friends.</li> </ul> </li> </ul>	<p>What foods do you like / do not like? What food do you eat at home? Talking about different kind of foods children from around the world eat.</p> <p>2 FEL Has a sense of own immediate family and relations.</p> <ul style="list-style-type: none"> <li>Learns that they have similarities and differences that connect them to, and distinguish them from, others.</li> </ul> <p>FS1 Shows interest in the lives of people who are familiar to them.</p> <ul style="list-style-type: none"> <li>Remembers and talks about significant events in their own experience.</li> <li>Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.</li> </ul>	<p>EASTER / Mother’s Day Day Who looks after you? What people can help us around school/ in our community? What special jobs do they do to help us?</p> <p>2 FEL Has a sense of own immediate family and relations.</p> <ul style="list-style-type: none"> <li>In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea.</li> <li>Learns that they have similarities and differences that connect them to, and distinguish them from, others.</li> </ul> <p>FS1 Shows interest in the lives of people who are familiar to them.</p> <ul style="list-style-type: none"> <li>Remembers and talks about significant events in their own experience.</li> <li>Recognises and describes special times or events for family or friends.</li> </ul>	<p>Father’s Day Experience of growing to talk about. Have you ever grown something at home? Talk about how their growing is different to others. Plants / height of each other.</p> <p>2 FEL Has a sense of own immediate family and relations.</p> <ul style="list-style-type: none"> <li>Learns that they have similarities and differences that connect them to, and distinguish them from, others.</li> </ul> <p>FS1 Shows interest in the lives of people who are familiar to them.</p> <ul style="list-style-type: none"> <li>Remembers and talks about significant events in their own experience.</li> <li>Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.</li> </ul>	<p>Talk about favourite likes / dislikes of healthy food.</p> <p>2FEL Has a sense of own immediate family and relations.</p> <ul style="list-style-type: none"> <li>Learns that they have similarities and differences that connect them to, and distinguish them from, others.</li> </ul> <p>FS1 Shows interest in the lives of people who are familiar to them.</p> <ul style="list-style-type: none"> <li>Remembers and talks about significant events in their own experience.</li> <li>Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.</li> </ul>



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		<ul style="list-style-type: none"> <li>• Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.</li> </ul>		<ul style="list-style-type: none"> <li>• Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.</li> </ul>		
<b>RE FS2</b>	<p>FS2 Shows interest in the lives of people who are familiar to them – talk about who lives in their house and close friends or family members. How do Hindu's celebrate Diwali – make Divas and Rangoli patterns. Do they celebrate Diwali? What celebrations do they celebrate?</p> <p>Remembers and talks about significant events in their own experience. Recognises and describes special times or events for family or friends.</p> <p>Shows interest in different occupations and ways of life -focus on 'people who help us': police, teachers, firefighters, doctors etc.</p> <p>Knows some of the things that make them unique and can talk about some of the similarities and differences in relation to friends or family.</p> <p>Enjoys joining in with family customs and routines.</p> <p>Shows understanding and say why and how Christian's celebrate Christmas.</p>		<p>FS2 Enjoys joining in with family customs and routines. Show good understanding and can say why and how Christian's celebrate Easter. Do they celebrate Easter? What celebrations do they celebrate?</p> <p>Can talk about what celebrations they celebrate with their families and how they celebrate these.</p> <p>Talk about what foods they like/don't like. Are these foods healthy and why? E.g. Milk makes your bones strong.</p>		<p>FS2 Shows understanding and can talk about why and how families celebrate Eid and Ramadan.</p> <p>Talk about past and present events in their own lives and in the lives of family members. Know that other children don't always enjoy the same things and are sensitive to this.</p> <p>Know about similarities and differences between themselves and others, and among families, communities and traditions.</p>	
<b>Understanding of the World Technology (Computing)</b>	<p>Cars / wind up toys in provision. Listening station CD player Remote control cars</p> <p>Children use I pad or camera to take photos of their own creations. Discussion about technology in the home. E.g. phones with parents Mark making on IWB Use IWB to watch videos about how children celebrate different celebrations e.g. Christmas /Diwali</p> <p>2FEL The World-Technology Seeks to acquire basic skills in turning on and operating some ICT equipment.</p> <ul style="list-style-type: none"> <li>• Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car.</li> </ul> <p>FS1 The World-Technology</p> <ul style="list-style-type: none"> <li>• Knows how to operate simple equipment, e.g. turns on CD player and uses remote control.</li> <li>• Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones.</li> </ul>		<p>(including E-Safety Week) E Safety Week – being safe online. Cars / wind up toys in provision. Listening station CD player Remote control cars</p> <p>Children use I pad or camera to take photos of their own creations. Discussion about technology in the home. E.g. phones with parents Mark making on IWB Use IWB to play listening games / videos about senses.</p> <p>Bee bots Technology in the home</p> <p>2FEL The World-Technology Seeks to acquire basic skills in turning on and operating some ICT equipment.</p> <ul style="list-style-type: none"> <li>• Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car.</li> </ul> <p>FS1 The World-Technology</p>		<p>Cars / wind up toys in provision. Listening station CD player Remote control cars</p> <p>Children use I pad or camera to take photos of their own creations. Discussion about technology in the home. E.g. phones with parents Mark making on IWB Use IWB to play listening games / videos about senses.</p> <p>Bee bots Technology in the home</p> <p>2FEL The World-Technology Seeks to acquire basic skills in turning on and operating some ICT equipment.</p> <ul style="list-style-type: none"> <li>• Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car.</li> </ul> <p>FS1 The World-Technology</p>	



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	<ul style="list-style-type: none"> <li>Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.</li> <li>Knows that information can be retrieved from computers</li> </ul> <p style="text-align: center;">FS2</p> <p>Knows how to operate simple equipment, e.g. turns on CD player and uses remote control.</p> <ul style="list-style-type: none"> <li>Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones.</li> <li>Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.</li> <li>Knows that information can be retrieved from computers</li> </ul> <p style="text-align: center;">40-60m</p> <p>Completes a simple program on a computer. Uses ICT hardware to interact with age-appropriate computer software.</p>	<ul style="list-style-type: none"> <li>Knows how to operate simple equipment, e.g. turns on CD player and uses remote control.</li> <li>Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones.</li> <li>Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.</li> <li>Knows that information can be retrieved from computers</li> </ul> <p style="text-align: center;">FS2</p> <p>Completes a simple program on a computer. Uses ICT hardware to interact with age-appropriate computer software.</p>	<ul style="list-style-type: none"> <li>Knows how to operate simple equipment, e.g. turns on CD player and uses remote control.</li> <li>Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones.</li> <li>Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.</li> <li>Knows that information can be retrieved from computers</li> </ul> <p style="text-align: center;">FS2</p> <p>Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</p>			
<p><b>P4C/PSHCE</b></p>	<p>Personal, Social and Emotional- Making Relationships Making friends in nursery Being kind Following the rules Turn taking games / collaborative play</p> <p style="text-align: center;">2FEL</p> <p>Interested in others' play and starting to join in.</p> <ul style="list-style-type: none"> <li>Seeks out others to share experiences.</li> <li>Shows affection and concern for people who are special to them.</li> <li>May form a special friendship with another child.</li> </ul> <p>Personal, Social and Emotional-Self-confidence and Self-awareness</p> <p>Separates from main carer with support and encouragement from a familiar adult.</p> <ul style="list-style-type: none"> <li>Expresses own preferences and interests.</li> </ul>	<p>Personal, Social and Emotional- Making Relationships Making friends in nursery Being kind Following the rules Turn taking games / collaborative play Shared experiences at the party / exploring outside</p> <p style="text-align: center;">2FEL</p> <p>Interested in others' play and starting to join in.</p> <ul style="list-style-type: none"> <li>Seeks out others to share experiences.</li> <li>Shows affection and concern for people who are special to them.</li> <li>May form a special friendship with another child.</li> </ul> <p>Personal, Social and Emotional-Self-confidence and Self-awareness</p>	<p>Personal, Social and Emotional- Making Relationships Making friends in nursery Being kind Following the rules Turn taking games / collaborative play New children in nursery – good sharing / helping / being kind</p> <p style="text-align: center;">2FEL</p> <p>Interested in others' play and starting to join in.</p> <ul style="list-style-type: none"> <li>Seeks out others to share experiences.</li> <li>Shows affection and concern for people who are special to them.</li> <li>May form a special friendship with another child.</li> </ul> <p>Personal, Social and Emotional- Managing Feelings and Behaviour</p> <ul style="list-style-type: none"> <li>Seeks comfort from familiar adults when needed.</li> </ul>	<p>Personal, Social and Emotional- Making Relationships Making friends in nursery Being kind Following the rules Turn taking games / collaborative play New children in nursery – good sharing / helping / being kind</p> <p style="text-align: center;">2FEL</p> <p>Interested in others' play and starting to join in.</p> <ul style="list-style-type: none"> <li>Seeks out others to share experiences.</li> <li>Shows affection and concern for people who are special to them.</li> <li>May form a special friendship with another child.</li> </ul>	<p>Personal, Social and Emotional- Making Relationships Making friends in nursery Being kind Following the rules Turn taking games / collaborative play New children in nursery – good sharing / helping / being kind</p> <p style="text-align: center;">2FEL</p> <p>Interested in others' play and starting to join in.</p> <ul style="list-style-type: none"> <li>Seeks out others to share experiences.</li> <li>Shows affection and concern for people who are special to them.</li> <li>May form a special friendship with another child.</li> </ul>	<p>Personal, Social and Emotional- Making Relationships Making friends in nursery Being kind Following the rules Turn taking games / collaborative play New children in nursery – good sharing / helping / being kind</p> <p style="text-align: center;">2FEL</p> <p>Interested in others' play and starting to join in.</p> <ul style="list-style-type: none"> <li>Seeks out others to share experiences.</li> <li>Shows affection and concern for people who are special to them.</li> <li>May form a special friendship with another child.</li> </ul>



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	<p>Personal, Social and Emotional-Managing Feelings and Behaviour</p> <ul style="list-style-type: none"> <li>• Seeks comfort from familiar adults when needed.</li> <li>• Can express their own feelings such as sad, happy, cross, scared, and worried.</li> <li>• Responds to the feelings and wishes of others.</li> <li>• Aware that some actions can hurt or harm others.</li> <li>• Tries to help or give comfort when others are distressed.</li> <li>• Shows understanding and cooperates with some boundaries and routines.</li> <li>• Can inhibit own actions/ behaviours, e.g. stop themselves from doing something they shouldn't do.</li> <li>• Growing ability to distract self when upset, e.g. by engaging in a new play activity.</li> </ul> <p style="text-align: center;">FS1</p> <p style="text-align: center;">Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.</p> <ul style="list-style-type: none"> <li>• Initiates play, offering cues to 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extending and elaborating play ideas, e.g. building up a role-play activity with other children.</p> <ul style="list-style-type: none"> <li>• Initiates play, offering cues to peers to join them.</li> <li>• Keeps play going by responding to what others are saying or doing.</li> <li>• Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</li> </ul> <p>Personal, Social and Emotional-Self-confidence and Self-awareness</p> <p>Can select and use activities and resources with help.</p> <ul style="list-style-type: none"> <li>• Welcomes and values praise for what they have done.</li> <li>• Enjoys responsibility of carrying out small tasks.             <ul style="list-style-type: none"> <li>• Is more outgoing towards unfamiliar people and more confident in new social situations.</li> </ul> </li> <li>• Confident to talk to other children when playing, and will communicate freely about own home and community.</li> <li>• Shows 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<p>PHSE/PSE FS2</p>	<p>Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.</p> <p>Initiates play, offering cues to peers to join them.</p> <p>Keeps play going by responding to what others are saying or doing.</p> <p>Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</p> <p>Initiates conversations, attends to and takes account of what others say</p> <p>Can select and use activities and resources with help.</p> <p>Welcomes and values praise for what they have done.</p> <p>Enjoys responsibility of carrying out small tasks.</p> <p>Is more outgoing towards unfamiliar people and more confident in new social situations.</p> <p>Confident to talk to other children when playing, and will communicate freely about own home and community.</p> <p>Shows confidence in asking adults for help.</p> <p>Aware of own feelings, and knows that some actions and words can hurt others' feelings.</p> <p>Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.</p> <p>Can usually tolerate delay when needs are not immediately</p>	<p>Initiates conversations, attends to and takes account of what others say.</p> <p>Explains own knowledge and understanding, and asks appropriate questions of others.</p> <p>Takes steps to resolve conflicts with other children, e.g. finding a compromise.</p> <p>Confident to speak to others about own needs, wants, interests and opinions.</p> <p>Can describe self in positive terms and talk about abilities.</p> <p>Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.</p> <p>Aware of the boundaries set, and of behavioural expectations in the setting.</p> <p>Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.</p>		<p>To play co-operatively, taking turns with others.</p> <p>To take account of one another's ideas about how to organise their activity.</p> <p>To show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</p> <p>To be confident to try new activities, and say why they like some activities more than others.</p> <p>To be confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities.</p> <p>To say when they do or don't need help.</p> <p>To talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable.</p> <p>To work as part of a group or class, and understand and follow the rules.</p> <p>To adjust their behaviour to different situations, and take changes of routine in their stride.</p>		



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	<p>met, and understands wishes may not always be met. Can usually adapt behaviour to different events, social situations and changes in routine.</p>					
<b>DT</b>	<p>Painting themselves / people in family / house Building houses out of junk modelling / blocks Cutting skills - tools Texture **** NO PLAYDOOUGH CONSIDER INDIVIDUAL BAGS HERE FOR DOUGH DISCO / TEXTURE</p> <p style="text-align: center;">2FEL Experiments with blocks, colours and marks.</p> <p style="text-align: center;">FS1 Beginning to be interested in and describe the texture of things. • Uses various construction materials. • Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.</p> <p style="text-align: center;">• Realises tools can be used for a purpose.</p>	<p>Painting night / day animals Leaf rubbings / trxture / colours Making collages</p> <p style="text-align: center;">2FEL Experiments with blocks, colours and marks.</p> <p style="text-align: center;">Fs1 Beginning to be interested in and describe the texture of things. • Uses various construction materials. • Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.</p> <p style="text-align: center;">• Realises tools can be used for a purpose.</p>	<p>*** Look at government guidance and if ok focus on Playdough trxture / tools / description</p> <p style="text-align: center;">2FEL Experiments with blocks, colours and marks.</p> <p style="text-align: center;">FS1 Beginning to be interested in and describe the texture of things. • Uses various construction materials. • Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. • Joins construction pieces together to build and balance. • Realises tools can be used for a purpose.</p>	<p>Painting pictures of people who help us / choosing the right tools eg. Thick / thin brush / sponge / roller</p> <p style="text-align: center;">2FEL Experiments with blocks, colours and marks.</p> <p style="text-align: center;">FS1 Beginning to be interested in and describe the texture of things. • Uses various construction materials. • Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. • Joins construction pieces together to build and balance. • Realises tools can be used for a purpose.</p>	<p>Patterns – Choosing the best tools to make a pattern e.g. scissors / printing / type of brush Describing techniques e.g. folding , cutting , ripping</p> <p style="text-align: center;">2FEL Experiments with blocks, colours and marks.</p> <p style="text-align: center;">FS1 Beginning to be interested in and describe the texture of things. • Uses various construction materials. • Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. • Joins construction pieces together to build and balance. • Realises tools can be used for a purpose.</p>	<p>Fruit printing – choosing the best colour / fruit for each design. Follow on from pattern work – can you make a fruit pattern? Making healthy plate from various materials.</p> <p style="text-align: center;">2FEL Experiments with blocks, colours and marks.</p> <p style="text-align: center;">FS1 Beginning to be interested in and describe the texture of things. • Uses various construction materials. • Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. • Joins construction pieces together to build and balance. • Realises tools can be used for a purpose.</p>
<b>DT FS2</b>	<p>Build houses using different materials and sized blocks, testing the strength of their structure. Make owls and nests using junk modelling and various materials. Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects. Beginning to be interested in and describe the texture of things. Uses various construction materials. Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. Joins construction pieces together to build and balance. Realises tools can be used for a purpose.</p>		<p>Construct under the sea creatures and scenes using junk modelling, blocks and other materials. Make masks, castles, houses and characters from popular traditional tales. Understands that different media can be combined to create new effects. Manipulates materials to achieve a planned effect. Constructs with a purpose in mind, using a variety of resources. Uses simple tools and techniques competently and appropriately. Selects appropriate resources and adapts work where necessary. Selects tools and techniques needed to shape, assemble and join materials they are using.</p>		<p>They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	



# Long-Term Curriculum Plan

(2020-2021)

<p><b>PE</b></p> <p><b>Physical development / Health and Self care</b></p>	<p style="text-align: center;">2 FEL</p> <p>Showing a desire to help with dressing/undressing and hygiene routines. Squats with steadiness to rest or play and is able to rise to feet without using hands .</p> <p style="text-align: center;">Movement to music- tumble tots Can turn pages in a book, sometimes several at once. Able to feed self competently with a spoon and drink well without spilling.</p> <p style="text-align: center;">FS1</p> <p style="text-align: center;">Moving to music in different ways. Dressing ourselves. Ability to tell an adult when hungry or tired. Washing and drying own hands. Negotiating space, adjusting speed and direction to avoid obstacles.</p> <p style="text-align: center;">FS2</p> <p>Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.</p> <p>Mounts stairs, steps or climbing equipment using alternate feet. Walks downstairs, two feet to each step while carrying a small object. Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.</p> <p>Can stand momentarily on one foot when shown. Can catch a large ball. Experiments with different ways of moving.</p>	<p style="text-align: center;">2FEL</p> <p>Showing control in holding and using jugs to pour, hammers, books and mark making tools. Beginning to be independent in self-care with less frequent adult support.</p> <p style="text-align: center;">Running safely on whole foot. Movement to music- tumble tots Ball games - can kick a large ball .</p> <p>Climbing confidently and beginning to pull themselves up on Nursery play equipment.</p> <p>Helping with clothing, e.g . putting on own hat, unzipping zipper on jacket, taking off an unbuttoned shirt etc.</p> <p style="text-align: center;">FS1</p> <p style="text-align: center;">Ball games throwing and catching. Movement to music Using onehanded tools and equipment. Understanding the importance of safety when using equipment. Pencil control can copy some letters from their name.</p> <p style="text-align: center;">FS2</p> <p>Experiments with different ways of moving. Jumps off an object and lands appropriately. Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.</p> <p>Travels with confidence and skill around, under, over and through balancing and climbing equipment. Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.</p>	<p style="text-align: center;">2FEL</p> <p>Negotiating space successfully, adjusting speed or direction to avoid objects. Park play equipment – walking upstairs or downstairs holding onto a rail, two feet to a step. Movement to music Imitating drawing simple shapes such as lines and circles. Movement to music – beginning to move freely and with pleasure and confidence na range of ways . Beginning to use three fingers (tripod grip) to hold writing tools.</p> <p style="text-align: center;">FS1</p> <p style="text-align: center;">Pencil control Can copy some letters from their name. Able to climb using alternate feet. Movement to music, Pencil control can copy some letters from their name.</p> <p style="text-align: center;">FS2</p> <p>Children show good control and co-ordination in large and small movements. To move confidently in a range of ways, safely negotiating space.</p>
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