St. Peter's CE Primary and Nursery School **Nursery Curriculum Overview 2025 / 2026**

Term	Autumn	Spring	Summer
	AUTUMN 1: Marvellous me **AUTUMN 2: Illuminate and celebrate**	**SPRING 1: Above and beyond** **SPRING 2: A magical muddle**	**SUMMER 1: Down at the bottom of the garden** **SUMMER 2: Rumble in the jungle**
Literacy	**Book Stimulus** ***Pathways to write text*:** The three little pigs / Owl babies Additional Texts: Super Duper You, what makes me a me? The paper dolls, The colour monster, The lion inside, Ravi's roar, A Bit lost, Non-fiction Autumn, Celebrations (Diwali, Bonfire Night, Harvest and Christmas), Handa's Noisy Night, Nursery Rhymes/Songs: Head, Shoulders, Knees & Toes, Daddy finger daddy finger, If you're happy and you know it, Here we go round the mulberry bush, one finger one thumb keep moving (World Nursery Rhyme week) Jack and Jill, Hickory Dickory Dock, Row, Row, Row Your Boat, The Wheels On The Bus **Dream, believe, achieve and flourish:** My Pet Star	**Book Stimulus** ***Pathways to write text*:** Whatever next! / Room on the broom Additional Texts: Non Fiction space, Aliens Love Underpants! the magic paintbrush, Potion commotion, the princess and the wizard, Winnie the witch, Non Fiction Spring, Nursery Rhymes/ Songs: Twinkle twinkle little star, hey diddle diddle, 5 little men in a flying saucer, zooming to the moon, 5 little speckled frogs, Pussy cat, Pussy cat, **Dream, believe, achieve and flourish:** My Pet Star	**Book Stimulus** ***Pathways to write text*:** The very hungry caterpillar / Monkey puzzle Additional Texts: Summer poems, the snail and the whale, superworm, the bad tempered ladybird, mad about minibeasts, Billy's beetle, Jasper's beanstalk, Jack and the beanstalk, non fiction texts linked to lifecycles, non Fiction texts linked to Summer. Nursery Rhymes/songs:, Incy, wincy spider, Mary Mary quite contrary, tiny caterpillar on a leaf, ugly bug ball, the ants go marching in, I had a little turtle, down in the jungle, **Dream, believe, achieve and flourish:** My Pet Star
Poetry	A Bundle of Rhymes - Nursery Rhymes by Mother Goose Outcome: Recite rhymes and use them to build a narrative Creepy Crawly by Anon & Busy Bugs by James Carter Hey Little Bug by J. Carter Mad about minibeasts by G Andreae and D Wojtowycz Outcome: Class performance poem	Into the Pond! When Daddy Fell into the Pond by Alfred Noyes. I promise I'll be careful by The Literacy Company Outcome: Caption or simple sentence for a class poem The Farmyard by A. A. Attwood Rosie's Walk by Pat Hutchins Outcome: Class poem to be performed for an audience	Wriggle and Roar by Julia Donaldson Farmer Duck by Martin Waddell Behold by Mary Kawena Pukui Look! by Grace Nichols Outcome: A class observation poem Eat Your Peas, Louise! by Pegeen Snow & Dinner-time Rhyme by June Crebbin Outcome: Class poem

New vocabulary	once upon a time, the end, next, story, character, setting, myself, me, family, home, special, pet, caring, kind, word, sentence, page, book, illustration, celebrate, special, different, same, celebration, autumn, seasons, change, nursery rhyme, rhyme, pattern	Woods, forest, dark, light, garden, pond, journey, home, direction, farm, animals, care, farmer, field, farmyard, barn, next, after that, adult, baby, winter, spring, summer	Adventure, hunt, summer, journey, shimmering, ocean, huge, high, mountain, brother, friend, crept, walked, seaside, beach, environment, rubbish, recycle, sand, waves, grass, pools, treasure,
Literacy	**Reading** Pay attention to the pictures. Enjoy songs and rhymes, tuning in and paying attention. Copy finger movements and other gestures Uses talk and props in play. Engages with familiar stories. (points/gestures/claps/ names) Makes comments about a book. Have favourite books to share with an adult. Enjoy sharing books with an adult. Develop their phonological awareness, so that they can: - recognise words with the same initial sound, such as money and mother Engage in conversations about stories. Understand a few of the five key concepts about print: - print has meaning - print can have different purposes	**Reading** Pay attention and responds to the pictures. Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. Shares their own ideas about a book. Repeat words from familiar stories. With support develops play around favourite stories using props. Have favourite books and seeks them out, to share with an adult or to look at alone. Develop their phonological awareness, so that they can: - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother Engage in extended conversations about stories. Understand some of the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom	**Reading** Sing songs and say rhymes independently, for example, singing whilst playing. Repeat words and phrases from familiar stories. Ask questions about the book. Makes comments and shares their own ideas. Develop play around favourite stories using props. Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing Engage in extended conversations about stories, learning new vocabulary. (using whole sentences)
	Writing Participates in a wide range of gross and fine motor activities inside and outside, becoming increasingly confident with different movements To purposefully mark make Write letter shapes Write initial sound in name	**Writing** Participates in a wide range of gross and fine motor activities inside and outside, becoming increasingly confident with different movements Use some of their print knowledge in their early writing. Write some letters Write some of their name	**Writing** Add some marks to their drawings, which they give meaning to. For example: “That says mummy.” Enjoy drawing freely. Make marks on their picture to stand for their name. Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write ‘m’ for mummy. Write some letters accurately.

			Write some or all of their name.
Maths	**Number** Listen to counting rhymes and show enjoyment Counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence. Recites numbers to 5 Experiment with their own symbols and marks as well as numerals. Fast recognition of up to 1 objects, without having to count them individually ('subitising') Show 'finger numbers' up to 3 **Place Value** Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 3 **Counting** Say one number for each item in order: 1,2,3 Know that the last number reached when counting a small set of objects tells you how many there are in total 3 ('cardinal principle'). **Shape** Combine objects like stacking blocks and cups. Put objects inside others and take them out again. **Space** Complete inset puzzles.	**Number** Take part in finger rhymes with numbers Experiment with their own symbols and marks as well as numerals. (2) Fast recognition of up to 2 objects, without having to count them individually ('subitising') Subitise to 4 Show 'finger numbers' up to 4 **Place Value** Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 4 **Counting** Recites numbers past 5 Know that the last number reached when counting a small set of objects tells you how many there are in total 4 ('cardinal principle'). Say one number for each item in order: 1,2,3,4 **Shape** Build with a range of resources. Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc**.** **Measures** Explores objects and relate to size, length, weight and capacity. **Space** Climb and squeezing selves into different types of spaces. Explores 2D shapes (for example, circles, rectangles, triangles) during play	**Number** Compare amounts, saying 'lots', 'more' or 'same'. Show 'finger numbers' up to 5. Recite numbers up to 10. Experiment with their own symbols and marks as well as numerals. (3) **Place Value** Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. **Counting** Count in everyday contexts, sometimes skipping numbers - '1-2-3-5. React to changes of amount in a group of up to three items. Know that the last number reached when counting a small set of objects tells you how many there are in total 5 ('cardinal principle'). Say one number for each item in order: 1,2,3,4,5 **Shape** Notice patterns and arrange things in patterns. Talk about and explore 2D shapes (for example, circles, rectangles, triangles) using some informal and mathematical language Notice and correct an error in a repeating pattern. Extend ABAB patterns – stick, leaf, stick, leaf. **Space** Discuss routes and locations, using words like 'in front of' and 'behind'. Understand position through words alone – for example, "The bag is under the table," – with no pointing. Describe a familiar route.

			Time Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' **Measures** Make comparisons between objects relating to size, length, weight and capacity. Compare sizes, weights etc. using gesture and language - 'bigger/ little/smaller', 'high/low', 'tall', 'heavy' **Mental Recall** Fast recognition of up to 3 objects, without having to count them individually ('subitising')
Understanding the World	**Past and present** Begin to make sense of their own life story and family's history, by looking at photos and memories *-Bring in photos of their family members / pets, talk about who is in their family, create family portraits* *-Related vocabulary development* *-Review things that have happened so far this term in Nursery by using the Floorbook* Show interest in different occupations of the people close to them, such as a farmer, plumber, emergency services *-Parents / Grandparents jobs or people close to them* *-Visits from familiar people to discuss jobs* *-Weekend/holiday news, new siblings, birthdays, celebrations, Remembrance day* **People, Culture and communities** Develop positive attitudes about the differences between people and know that there are different countries in the world and are able to talk about them *-Diwali, Harvest and Christmas celebrations* *-Celebrate Black History Month with a focus on Africa.* *-What is life like to different areas of Africa, how do they travel to school, what is the weather like, where do they live?* *-Link to the story Handa's Noisy Night.* Describe their immediate environment using knowledge from observation, discussion, stories and non-fiction texts and maps.	**Past and present** Talking about key past and present events. *-Weekend/holiday news* *-New siblings, birthdays, celebrations* *-Space travel using photos and videos* *-refer to floorbook and the content showing what we have completed so far this year* **People, Culture and communities** Develop positive attitudes about the differences between people and know that there are different countries in the world and are able to talk about them *-Easter, Chinese New Year celebrations* Begin to show an interest in the jobs in our local community -Visits from police, fire service, doctors, dentist, RAF Explain some similarities and differences between life in this country and life in other countries *-Chinese New Year* *-Easter around the world* Begin to identify familiar places on maps and aerial photos *-Use google maps / streetview to identify popular local sights eg shops, library, pool, park* **The Natural World** Know some similarities and differences between the natural world around them and contrasting environments	**Past and present** Talking about key past and present events. *-Special events in family life* *-transition to next year group & reflecting on previous year* *-refer to content of floorbook* **People, Culture and communities** Know some similarities and differences between religious and cultural communities in this country. *-create books and displays about children's families around the world or holidays they have been on. -Encourage children to talk about each other's families and ask questions. Use a diverse range of props, puppets, dolls and books to notice and talk about similarities and differences.* Explain some similarities and differences between life in this country and life in other countries *-Forest School* *-Link to rumble in the jungle (jungles around the world) explore gardens around the world and creatures that may inhabit people's gardens eg Africa, Australia, America* **The Natural World** Know some similarities and differences between the natural world around them and contrasting environments *-where do we find minibeasts & jungle animals*

	-Walk around school, link to The 3 little pigs, who do we see on our journey? Key vocab as well *-journey from home to school, how do they get to school, create a map, talk homework opportunities* **The Natural World** Know some similarities and differences between the natural world around them and contrasting environments *-seasonal walk looking for the signs of autumn* *-compare with life in selected areas of Africa* *-Black history month – Start to look at Africa* *-Continue developing positive attitudes about the differences between people.* Understand some important processes and changes in the natural world around them. *-Changing seasons – Autumn walks / nature hunt* *-Nocturnal animals such as owls / owl visit, what does this mean? What makes them special? Why are they nocturnal?* Talk about the differences in materials and the changes they notice *-Cooking – combining ingredients, cooling and heating* *Science Enquiry: Which material is the most suitable? Identify which materials (from the construction area) would be the best material to build a house for the 3 little pigs. Discuss why.* *FORTNIGHTLY WELLY WEDNESDAY SESSIONS*	*-Use Google Maps to look at different regions of the world including local areas* Changes states of matter *-Winter walk / ice exploration / snow* Explore different forces they can feel such as, magnetic attraction and repulsion. *-Room on the broom, what's in the witch's magic bag eg magnets, mini investigation into magnetic objects to help the witch* Understand some important processes and changes in the natural world around them. *-Changing seasons – Spring walks / hunt* *FORTNIGHTLY WELLY WEDNESDAY SESSIONS*	*-look at pictures / videos of different places around the world, these can be specific places to the children for example where family / friends may live* Growing and planting *-Life-cycle of plants, caterpillars and tadpoles* *-growing own bean / sunflower seed, predict what you think your seed / bean will turn into. What does it need? How can we look after them? Take home to continue to look after.* Explore the natural world around them, making observations and drawing pictures of animals and plants *-seasonal walk – signs of summer, talk homework – familiar pets, journeys* *-draw the life process stages of the tadpoles and caterpillars* Understand some important processes and changes in the natural world around them. *-Changing seasons – Summer walks / hunt* *-shadows investigations – using the sun, drawing our silhouettes and around toys, torches & screen*
Expressive, Art and Design	**Creating with materials** Explore making marks. *-use resources such as pens, chalk, paint and brushes to see how the marks differ such as pictures of the characters, sketches of significant places around school or plans for the 3 little pigs* *-Self-portraits using pens and add detail to show emotions.* Develop simple patterns by using objects and hands / feet *-Autumn colour mixing and printing with leaves.* Use clay to pinch, pull and shape *- Create Diva lights using clay* Handle tools and equipment safely *-become familiar with learning areas inc. creative area, malleable area, outdoor areas, use tools and equipment for*	**Creating with materials** Safely use and explore a variety of materials, tools and techniques, experimenting with design and function. *-To design a new basket/bag/container for the Witch using recyclable materials* *-Spring colour mixing - adding white to primary colours to produce a tonal range (light to dark).* Look at the work of Wassily Kandinsky *-Explore works by Kandinsky especially 'concentric circles' and use different media to create own version* Handle tools and equipment safely **Being Imaginative and Expressive**	**Creating with materials** Know that Andy Goldsworthy is an environmental artist Place and arrange natural objects *-Andy Goldsworthy: Collect and arrange natural objects.* Create sand sculptures, natural rubbings Explore existing, plan own and create own models. Create freestanding structures *-piece of playground equipment (DT)* *-create a costume for our beach day* Know the importance for good health and a healthy

	x2 cooking tasks such as hot chocolate and toast **Being Imaginative and Expressive** Listen with increased attention to sounds and respond to what they have heard expressing their thoughts and feelings. Sing the pitch of a tone sung by another person and sing the melodic shape of familiar songs *-perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.* *-Charanga: 'Me'* *-pre phonics sessions, world nursery rhyme week, Christmas show* Take part in simple pretend play, using objects to represent something else Develop complex stories using small world equipment like animal sets, dolls and dolls houses Make imaginative and complex 'small worlds' with blocks and construction kits. *-Role-play areas linked to theme and key stories. Children to take part in pretend play, using objects to represent something else.* *-Children to explore deconstructed role-play area and construction area outside. Using small-world areas inside and outside to develop complex stories* *-Diwali role play and props available* *-Christmas nativity and Santa's workshop role play and props available*	Develop complex stories using small world equipment like animal sets, dolls and dolls houses, make imaginative and complex 'small worlds' with blocks and construction kits. *-Retell space stories by acting out or creating puppets* *Role play areas linked to key stories eg space area with deconstructed role play resources, witch and friends role play props and puppets* *-Small world area focussed on key stories with extra supplies such as loose parts* Remember and sing entire songs *-Use the singing board to select songs to sing* *-Charanga: 'Big Bear Funk'*	diet *-create a fruit kebab for a picnic / beach day* **Being Imaginative and Expressive** Develop complex stories using small world equipment like animal sets, dolls and dolls houses, make imaginative and complex 'small worlds' with blocks and construction kits. *-Retell garden themed stories by acting out or creating puppets* *-Role play areas linked to key stories eg garden / growing area with deconstructed role play resources* *-Small world area focussed on key stories with extra supplies such as loose parts* Create own songs or improvise a song around one they know. *-Use the singing board to select songs to sing* Play instruments with increasing control to express feelings and ideas. *- Charanga: 'Our world'*

Communication and Language	Enjoy listening to stories *-storytime opportunities throughout the day, book sharing with peers / adults* Develop communication and use longer sentences of 4/6 words Develop a wide range of vocabulary and understand two part questions/instructions and 'why' questions. *-Review time, snack and chat time, planning time* *-Seasonal walk* *-Autumn celebrations: Harvest, Remembrance, Diwali, Bonfire Night, Christmas, Weekly Talk Time* Express a point of view, show disagreement and start a conversation that will repeat for many turns. Start to point to how they are feeling, using aids such as a feelings wheel, feeling face mats *-Continuous Provision, colour group time, snack and chat time* *-Jigsaw sessions* Sing a large repertoire of songs, know many rhymes *-Daily singing time, Charanga, World Nursery Rhyme Week, pre-phonics sessions* Talk about familiar books and be able to tell a long story. *-Storytime, Continuous Provision, School Values Story books* Talk will feature more in play and be used to organise the play *-Continuous Provision* Pay attention to more than one thing at a time *-Continuous Provision, Adult Directed Sessions* Identify belongings or familiar items when asked by an adult *-Collect belongings with support initially then move onto independently*	Develop communication and use longer sentences of 4/6 words *-working alongside / with peers during continuous provision* *-Talk time* *-colour group time* *- adult led learning sessions* Develop a wide range of vocabulary and understand two-part questions/instructions and 'why' questions. *-Seasonal walk* *-Spring, Easter celebrations, Shrove Tuesday, Valentine's Day, Mother's Day, Chinese New Year, Weekly Talk Time* *-snack and chat* *-Talk time session, colour group time* Express a point of view, show disagreement and start a conversation that will repeat for many turns. *-Continuous Provision* *-Jigsaw sessions* Sing a large repertoire of songs, know many rhymes *-Daily singing time, Charanga,* Talk about familiar books and be able to tell a long story. *-Storytime, Continuous Provision, School Values Story books* Talk will feature more in play and be used to organise the play *-Continuous Provision* Pay attention to more than one thing at a time *-Continuous Provision, Adult Directed Sessions*	Develop communication and use longer sentences of 4/6 words Use a wider range of vocabulary (including taught vocabulary) Develop a wide range of vocabulary and understand two-part questions/instructions and 'why' questions. Understand a question or instruction that has two parts, such as "Get your coat and wait at the door". *-Seasonal walk* *-Summer changes, Holidays, Weekly Talk Time* *-snack and chat, planning time, review time* Express a point of view, show disagreement and start a conversation that will repeat for many turns. *-Continuous Provision* *-Jigsaw sessions* Sing a large repertoire of songs, know many rhymes *-Daily singing time, Charanga, summer / holiday related songs* Enjoy listening to longer stories and can remember much of what happens. Be able to talk about familiar books Talk about familiar books and be able to tell a long story. Be able to tell a long story.(repeated refrains) *-Storytime, Continuous Provision, School Values Story books* Talk will feature more in play and be used to organise the play *-Continuous Provision* *Pay attention to more than one thing at a time* *-Continuous Provision, Adult Directed Sessions*
Computing	To operate simple equipment *-Introduction to using the Bee Bots* *-Travelling to the 3 little pigs houses,*	To show an interest in real objects that involve technology *-On and off buttons – explore light and dark through using torches*	To show skill in making toys work by pressing parts to achieve effects such as sound, light and movement *-Bee Bots (Link to maps & minibeast garden)*

	-Explore photos of school environment landmarks *-Using Ipad to capture events through photos / videos (Diwali, Christmas, owls visit)*	*-Using Google Earth link to Wem High Street and finding important locations around Wem such as homes, parks, hobbies, shops*	*-Using Ipad to take photos of friends* *-Using IPads to capture events through photos/videos (caterpillars / tadpoles life cycle diary).* Talk to an adult about what I have done on a computer and start to know that I have to be careful with devices so that they do not break. *-Taking photos of models created to share in review time or to send via parent share.*
Physical Development/PE	**<u>Gross Motor:</u>** Develop gross motor skills in balancing, riding scooters / bikes, ball skills and moving up and down the stairs/steps, using alternate feet. Use large movements to develop muscles in order to paint, mark, wave flags, streamers, sometimes along to music. *-Diwali dancing, build a house for the 3 little pigs or the owl babies, familiarise yourself with your classroom space.* *-Squiggle whilst you wiggle / movements daily sessions, pen disco* Work with others to move large objects like planks of wood and large hallow blocks. *-Continuous Provision – construction area, grass area, mud kitchen* Skip, hop, stand on one leg and hold a pose for a game like musical statues. *-Cool Kids Programme* *- Let's go walking (Sticky Kids)* **<u>Fine Motor Skills:</u>** Use one handed tools, such as scissors, use a comfortable grip. Use tools safely, selecting the right resources e.g. a trowel for digging, *-Forest school, gardening – planting spring bulbs* Use pens and pencils, usually showing a preference for a dominant hand. Replicate these skills when using a knife and fork. *- Continuous provision, inc funky fingers sessions, malleable area* *- Lunch times* Select healthy food and drink choices and understand the need for good hygiene routines such as tooth brushing, meeting toileting needs, handwashing and dressing and un-dressing *-Cooking sessions – taste a range of breakfast items, create Diwali sweet treats, Christmas cooking* *-Visit from doctor / nurse*	**<u>Gross Motor:</u>** Develop gross motor skills in balancing, riding scooters / bikes, ball skills and moving up and down the stairs/steps, using alternate feet. Use large movements to develop muscles in order to paint, mark, wave flags, streamers, sometimes along to music. *-map making, Chinese new Year Lion Dance,* *-Squiggle whilst you wiggle / movements daily sessions, pen disco* Work with others to move large objects like planks of wood and large hallow blocks. *-Continuous Provision – construction area, grass area, mud kitchen* Skip, hop, stand on one leg and hold a pose for a game like musical statues. *-Cool Kids Programme* *- Zooming to the moon (Sticky Kids)* **<u>Fine Motor Skills:</u>** Use one handed tools, such as scissors, use a comfortable grip. Use tools safely, selecting the right resources e.g. a trowel for digging, *-Forest school, gardening – caring for spring flowers, Continuous Provision,* Use pens and pencils, usually showing a preference for a dominant hand. Replicate these skills when using a knife and fork. *- Continuous provision, inc funky fingers sessions, malleable area* *- Lunch times* Select healthy food and drink choices and understand the need for good hygiene routines such as tooth brushing, meeting toileting needs, handwashing and dressing and un-dressing *-Cooking sessions – try a range of Chinese foods, create pancakes treats, Easter cooking* *-Dentist visit* **<u>Ball skills/games</u>**	**<u>Gross Motor:</u>** Develop gross motor skills in balancing, riding scooters / bikes, ball skills and moving up and down the stairs/steps, using alternate feet. Use large movements to develop muscles in order to paint, mark, wave flags, streamers, sometimes along to music. *-African music / dance, ugly bug ball, trip to the park (play equipment)* Work with others to move large objects like planks of wood and large hallow blocks. *-Continuous Provision – construction area, grass area, mud kitchen* Skip, hop, stand on one leg and hold a pose for a game like musical statues. *-Cool Kids Programme* *- Sticky Kids* **<u>Fine Motor Skills:</u>** Use one handed tools, such as scissors, use a comfortable grip. Use tools safely, selecting the right resources e.g. a trowel for digging, *-Forest school, gardening,* Use pens and pencils, usually showing a preference for a dominant hand. *-name writing, lists, labels for plants, writing in the environment* Replicate these skills when using a knife and fork. *- Continuous provision, inc funky fingers sessions, malleable area* *- Lunch times* Select healthy food and drink choices and understand the need for good hygiene routines such as tooth brushing, meeting toileting needs, handwashing and dressing and un-dressing *-Cooking sessions – prepare a healthy picnic for a trip to the park, healthy snacks for our ugly bug ball*

	Ball skills/games -Kick or push a ball -Send and receive balls or object by throwing -Copy my teacher to warm up **Gymnastics/Fitness** -Copy and explore balances and moving with control -Link two basic movements -Use space around carefully -Safely copy a teacher warm up		-Kick or push a ball -Send and receive balls or object by throwing -Copy my teacher to warm up **Dance/fitness** -Copy body shapes -Move in different ways -Remember movements -Move to music -Talk about your partner's work -Warm up and cool down by following the teacher		**Ball skills/games** -Kick or push a ball -Send and receive balls or object by throwing -Copy my teacher to warm up **Athletics** -Run at different speeds -Jump from standing position -Throw an object with one hand	
Character Education 6R's	**Learning Behaviour – Readiness** **Learning Behaviour – Respect** **Being me in my world Ambition Ali** Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities I understand how it feels to belong and that we are similar and different I can start to recognise and manage my feelings I enjoy working with others to make school a good place I understand why it is good to be kind and use gentle hands I am starting to understand children's rights and this means we should all be allowed to learn and play I am learning what being responsible means **Celebrating difference** To accept that everyone is different To include others when working and playing To know how to help if someone is being bullied To try to solve problems To use kind words To know how to give and receive compliments		**Learning Behaviour - Resilience** **Learning Behaviour - Resourcefulness** **Dreams and goals** To understand what a challenge means To keep trying until I can do something To set a goal and work towards it To know some kind words which can encourage people To start to think about the jobs I might like to do when I'm older To feel proud when I achieve a goal **Healthy me** To know the names for some parts of my body and am starting to understand that I need to be active to be healthy To tell you some of the things I need to do to be healthy To know what the word 'healthy' means and that some foods are heathier than others To know how to help myself go to sleep and that sleep is good for me To wash my hands and know it is important to do this before I eat and after I go to the toilet To know what to do if I get lost and how to say NO to strangers		**Learning Behaviour - Reflectivity** **Learning Behaviour – Reasoning** **Relationships** To know how to make friends To try to solve friendship problems when they occur To help others to feel part of a group To show respect in how they treat others To know how to help themselves and others when they feel upset and hurt To know and show what makes a good relationship **Changing me** To understand that everyone is unique and special To express how they feel when change happens To understand and respect the changes that they see in themselves To understand and respect the changes that they see in other people To know who to ask for help if they are worried about change To look forward to change	
R.E	**CREATION** **What Places Are Special to Me and Christians?** Understand how special places make us feel special Understand that families do special things together	**INCARNATION** **Why Do Christians Perform Nativity Plays at Christmas?** Christians believe God came to Earth in human form as Jesus.	**GOD** **Why Do Christians Put a Cross in an Easter Garden?** Christians remember Jesus' last week at Easter. Jesus' name means 'He saves'.	**SALVATION** **Why Is the Word 'God' So Important to Christians?** Christians believe God came to Earth in human form as Jesus.	**ALL ABOUT ME** **What is special to me?** Appreciate each individual's uniqueness. Appreciate Jesus was a special boy once long ago.	**FRIENDSHIP** **Who Are My Special Friends?** (To Include Jesus' friends) Learn some of the qualities of friendship.

	Church is a special place for believers Learn about special Christian activities in the home.	Christians believe Jesus came to show that all people are precious and special to God.	Christians believe Jesus came to show God's love. Christians try to show love to others.	Christians believe Jesus came to show that all people are precious and special to God.	Jesus' uniqueness in his home and family. Christians believe special things about Jesus.	Experience some stories about Jesus and his friends. Reflect on own relationships and friendships and see their importance. Talk about own feelings and ideas. Respond to the thoughts/feelings of others.
Dream, Believe, Achieve and Flourish	Harvest Celebration Battlefield falconry centre visit Continuous Outdoor Provision Seasonal walks Forest school- Hot chocolates/ Marshmallows. Diwali day- Food tasting/ Bollywood Dancing/ Dressing up Sing a collection of Christmas songs for local residents Create Christmas decorations / cards and share them with local businesses and local care home Be a part of the Nursery Christmas Nativity Show		Potion making Gardening Seasonal walk Forest school sessions Chinese New Year party Pancake races – Shrove Tuesday Easter egg hunt		Trip to the local park / playground and to participate in a group picnic Ugly bug ball party Care for caterpillars – to see the lifecycle process Seasonal walks Gardening - plant, water and care for own plants and vegetables Continuous Outdoor Provision Forest school sessions	