



St Gregory's Catholic Primary School
'Walking Together in the Light of the Lord'

Nursery Long Term Curriculum Plan – Cycle A

Fundamental British Values (Ongoing)

Democracy: Making decisions together (PSED: BR, MS and SR) Children to know their views count, value each other's views and values and talks about their feelings. When appropriate demonstrate democracy in action, for example children sharing views on the theme of their role play area with a show of hands.

Rule of Law: Understanding rules matter (PSED: BR, MS and SR) Children understand their own and others' behaviour and its consequences and learn to distinguish right from wrong. Rules and codes of behaviour, for example, to agree the rules about tidying up and rules apply to everyone.

Individual Liberty Freedom for all: (PSED: BR, MS and SR; UW: P, C and C) Develop a positive sense of themselves, develop their self-knowledge, self-esteem and increase their confidence and their own abilities. For example, talking about their experiences and learning. Explore language of feelings and responsibility, reflect on their differences, and understand we are free to have different opinions (Link to Mindfulness)

Mutual respect and tolerance: treat others as you want to be treated (PSED: BR, MS and SR, UW: P, C and C) Ethos of inclusivity and intolerance where views, faiths cultures and races are valued. Children are engaged with the wider community. Acquire tolerance and appreciation of and respect from their own and other cultures. Know about similarities and differences about themselves and others and among families, faiths, communities' cultures and traditions. Share and discuss practises, celebrations, and experiences. Importance of tolerant behaviours such as sharing and respecting other opinions, promote diverse attitudes and challenge stereotypes, for example, sharing stories that reflect and value the diversity of children's experiences and providing resources and activities that challenge gender, cultural and racial stereotyping.

Cornerstones Projects

Our Cornerstones projects have been specifically chosen to spark children’s curiosity and nurture their creativity. Beginning in nursery and progressing through to Reception, they support children as they develop their understanding of themselves and the world around them.

Project	Autumn 1 Long Ago	Autumn 2 Exploring Autumn	Spring 1 Stories and Rhymes	Spring 2 Puddles and Rainbows and Signs of Spring	Summer 1 Animal Safari	Summer 2 On the Beach
Project Overview	This project teaches children about how they have grown and changed since they were babies and how life in the past was different from today.	This project teaches children about the natural changes that happen during the season of autumn, including how the weather changes, why trees lose their leaves and how wild animals prepare for winter.	This project teaches children about traditional stories and rhymes and gives them the opportunity to play with words and learn new vocabulary.	<p>This mini project teaches children about the weather that happens during spring and allows them to explore natural phenomena, including rainbows. It supports them to explore colour in the natural world.</p> <p>This project teaches children about the changes that happen during the spring, including weather and the festivals that are celebrated at this time of year.</p>	This project teaches children about the animals that live around the world, how to look after animals and the importance of caring for our local and global environments.	This project teaches children about the plants and animals that live at the seaside. It also explores holidays in the past and the importance of keeping safe in the Sun.

Skills taught - Autumn 1: Long Ago

Personal, Social & Emotional Development	<ul style="list-style-type: none">• Make comments about people who are special to them.• Identify people who make them feel happy and safe, such as parents or carers.• Recognise that they are part of a larger group and that they must sometimes wait to take part in activities and use equipment.
Physical Development	<ul style="list-style-type: none">• Use a variety of marks to represent the human form, from observation, imagination or memory.• Use a range of media, tools and techniques to create images, express ideas and show different emotions.
Communication & Language	<ul style="list-style-type: none">• Express their ideas and feelings using sentences, containing four to six words, articulating most sounds and simple words. Use of tenses and plurals may be irregular.• Use talk to organise themselves and their play. Take part in pretend play and begin to develop stories using props and small world equipment.
Literacy	<ul style="list-style-type: none">• Use talk to organise themselves and their play. Take part in pretend play and begin to develop stories using props and small world equipment.
Understanding the World	<ul style="list-style-type: none">• Begin to make sense of their own life story and family history by talking about significant events, such as birthdays or other celebrations.• Begin to notice similarities and differences between life now and in the past.• Begin to spot similarities and differences between pictures of the past and the modern day.• Begin to use words relating to the passage of time when retelling a past event.• Comment and ask questions about objects from the past.• Say how they have changed over time.
Expressive Arts & Design	<ul style="list-style-type: none">• Explore and talk about pictures of famous artwork as they paint and draw.• Remember and sing well known rhymes and songs in a small group.• Use a variety of marks to represent the human form, from observation, imagination or memory.•

Skills taught- Autumn 2: Exploring Autumn

Personal, Social & Emotional Development	<ul style="list-style-type: none"> • Listen carefully in a range of situations and is aware of the importance of listening.
Physical Development	<ul style="list-style-type: none"> • Create pictures of places from imagination or experience. • Experiment with different ways of moving the body and begin to remember sequences and patterns of movement related to music and rhythm. Uses large muscle movements to wave flags and streamers. • Explore ways of changing the shape or texture of malleable materials. • Explore simple tools within practical tasks and experiment with joining materials. • Make simple prints using fingers, hands, feet and found objects. • Travel with confidence and skill around, under, over and through equipment and different terrains, such as climbing steps, stairs and apparatus using alternate feet.
Communication & Language	<ul style="list-style-type: none"> • Begin to offer simple explanations for why things happen. • Express their ideas and feelings using sentences, containing four to six words, articulating most sounds and simple words. Use of tenses and plurals may be irregular. • Use talk to organise themselves and their play. Take part in pretend play and begin to develop stories using props and small world equipment.
Literacy	<ul style="list-style-type: none"> • Use talk to organise themselves and their play. Take part in pretend play and begin to develop stories using props and small world equipment.
Mathematics	<ul style="list-style-type: none"> • Count to five forwards and backwards, saying one number for each item in order. • Explore the composition of numbers to five and compare numbers. • Use and understand language of quantities, such as more and a lot. • Identify and represent up to three objects, without counting, using concrete objects and pictorial representation. • Use and understand language of quantities, such as more and a lot.
Understanding the World	<ul style="list-style-type: none"> • Begin to observe and talk about living things in the local environment. • Name a variety of domestic and wild animals.

	<ul style="list-style-type: none">• Notice how the wind and rain can affect the local environment.• Notice natural and man-made materials in the environment.
Expressive Arts & Design	<ul style="list-style-type: none">• Create pictures of places from imagination or experience.• Explore ways of changing the shape or texture of malleable materials.• Remember and sing well known rhymes and songs in a small group.• Say how their artwork is the same or different to someone else's.• Make simple prints using fingers, hands, feet and found objects.• Create art in different ways on a theme, to express their ideas and feelings.'

Skills taught - Spring 1: Stories & Rhymes

Seasons: Winter Wonderland

Personal, Social & Emotional Development	<ul style="list-style-type: none">• Talk about their own interests, needs and opinions.
Physical Development	<ul style="list-style-type: none">• Explore ways of changing the shape or texture of malleable materials.
Communication & Language	<ul style="list-style-type: none">• Express their ideas and feelings using sentences, containing four to six words, articulating most sounds and simple words. Use of tenses and plurals may be irregular.
Literacy	<ul style="list-style-type: none">• Have favourite stories that they enjoy listening to.• Identify and suggest rhymes and join in with rhyming games.• Join in with repeated refrains and phrases when being read to.• Begin to talk about the main events and principle characters in stories, using props and materials for role play.• Demonstrate awareness of what has been read to them by retelling stories in their play using props.• Engage in extended conversations about stories and, with support, make links to other familiar stories.• Listen to stories and rhymes in a small group.
Mathematics	<ul style="list-style-type: none">• Explore coins and money in their play.• Money is used to buy objects.• Count to five forwards and backwards, saying one number for each item in order.• Explore real-world addition and subtraction within their play, such as if they have two cars and a friend gives them one more, they will have three.
Understanding the World	<ul style="list-style-type: none">• Talk about things they can do on winter evenings and things they can do on summer evenings and begin to notice the difference in day length.
Expressive Arts & Design	<ul style="list-style-type: none">• Begin to talk about the main events and principle characters in stories, using props and materials for role play.• Demonstrate awareness of what has been read to them by retelling stories in their play using props.• Explore colour and application of paint using a range of different tools.• Explore ways of changing the shape or texture of malleable materials.• Remember and sing well known rhymes and songs in a small group.

Skills taught – Spring 2: Puddles and Rainbows

Seasons: Spring

Personal, Social & Emotional Development	<ul style="list-style-type: none">• Be aware of their feelings and be able to indicate how they are feeling using some words and pictures.• Become more outgoing with unfamiliar people, in the safe context of their setting and are able to tell adults when something makes them sad, scared or worried.• Listen carefully in a range of situations and is aware of the importance of listening.
Physical Development	<ul style="list-style-type: none">• Experiment with different ways of moving the body and begin to remember sequences and patterns of movement related to music and rhythm. Uses large muscle movements to wave flags and streamers.• Make continuous lines and closed shapes using drawing materials to represent their ideas and make patterns.• Shows a preference for a dominant hand and uses a comfortable grip with good control when holding pens and pencils. Writes some letters accurately.• Use a range of media, tools and techniques to create images, express ideas and show different emotions.
Communication & Language	<ul style="list-style-type: none">• Ask or answer a simple scientific question.• Express their ideas and feelings using sentences, containing four to six words, articulating most sounds and simple words. Use of tenses and plurals may be irregular.• Use talk to organise themselves and their play. Take part in pretend play and begin to develop stories using props and small world equipment.
Literacy	<ul style="list-style-type: none">• Identify and suggest rhymes and join in with rhyming games.• Listen to stories and rhymes in a small group.• Shows a preference for a dominant hand and uses a comfortable grip with good control when holding pens and pencils. Has a go at writing some letters accurately• Use talk to organise themselves and their play. Take part in pretend play and begin to develop stories using props and small world equipment.
Mathematics	<ul style="list-style-type: none">• Count to 5 forwards and backwards, saying one number for each item in order.• Explore the composition of numbers to five and compare numbers.• Link numerals and amounts, showing the right number of fingers or objects to match numerals up to 5.• Use and understand language of quantities, such as more and a lot.

Understanding the World	<ul style="list-style-type: none">• Explore and talk about materials which are waterproof.• Say what the daily weather is like.
Expressive Arts & Design	<ul style="list-style-type: none">• Explore colour and application of paint using a range of different tools.• Remember and sing well known rhymes and songs in a small group.• Listen to different music and songs and say what they like or dislike.• Make continuous lines and closed shapes using drawing materials to represent their ideas and make patterns.• Use a range of media, tools and techniques to create images, express ideas and show different emotions.

Skills taught - Summer 1: Animal Safari

Personal, Social & Emotional Development	<ul style="list-style-type: none"> • Talk about their own interests, needs and opinions. • Listen to others when one to one or in a small group, and start and continue a conversation with a friend. •
Physical Development	<ul style="list-style-type: none"> • Experiment with different ways of moving the body and begin to remember sequences and patterns of movement related to music and rhythm. Uses large muscle movements to wave flags and streamers. • Make simple prints using fingers, hands, feet and found objects. • Join in with games that include racing, chasing, balancing, riding (scooters, trikes and bikes) and ball skills. • Use a range of media, tools and techniques to create images, express ideas and show different emotions. • Use a variety of paper and fabric to make images.
Communication & Language	<ul style="list-style-type: none"> • Express their ideas and feelings using sentences, containing four to six words, articulating most sounds and simple words. Use of tenses and plurals may be irregular • Engage in conversations about stories and explore the meanings of new words that they hear in stories, rhymes and poems. • Extend their vocabulary by exploring and using a wide range of new words. • Listen to longer stories and demonstrate that they can remember much of what happens • Listen to others when one to one or in a small group, and start and continue a conversation with a friend • Use talk to organise themselves and their play. Take part in pretend play and begin to develop stories using props and small world equipment
Literacy	<ul style="list-style-type: none"> • Begin to use recently introduced vocabulary to talk about the main characters in stories. • Recognise words that start with the same initial sound. • Talk about the pictures in story books. • Begin to talk about the main events and principle characters in stories, using props and materials for role play. • Demonstrate awareness of what has been read to them by retelling stories in their play using props. • Have favourite stories that they enjoy listening to. • Give meaning to the marks they are making as they are drawing, writing or painting. • Handle books and identify the title and how a book should be read.
Mathematics	<ul style="list-style-type: none"> • Link numerals and amounts, showing the right number of fingers or objects to match numerals up to five. • Compare the length and height of everyday objects in their play and begin to use language associated with this with support, such as long, short and tall.

	<ul style="list-style-type: none"> • Extend and create ABAB patterns using a variety of objects, and notice and correct an error in a repeating pattern. Identify patterns in the environment. • Identify and represent up to three objects, without counting, using concrete objects and pictorial representation.
Understanding the World	<ul style="list-style-type: none"> • Begin to talk about and name the body parts of common animals, including pets. • Begin to talk about ways to care for a plant or animal. • Talk about simple differences between the way people live in the community and beyond using pictures, books, maps and other geographical resources. • Talk about some of the things that they have observed using simple scientific vocabulary. • Describe what a familiar animal or pet eats. • Name a variety of domestic and wild animals. • Talk about places that they have been to or seen in photographs. Play with globes, observe maps and listen to stories to develop an awareness of other places in the world.
Expressive Arts & Design	<ul style="list-style-type: none"> • Listen with increased attention to sounds. • Make simple prints using fingers, hands, feet and found objects. • Begin to talk about the main events and principle characters in stories, using props and materials for role play. • Demonstrate awareness of what has been read to them by retelling stories in their play using props. • Explore the different sounds that instruments and their voices can make to create simple compositions. • Say how their artwork is the same or different to someone else's. • Use a range of media, tools and techniques to create images, express ideas and show different emotions. • Use a variety of paper and fabric to make images.

Skills taught - Summer 2: On the Beach

Personal, Social & Emotional Development	<ul style="list-style-type: none"> • Understand that they must wait for their turn to use equipment or take part in activities.
Physical Development	<ul style="list-style-type: none"> • Experiment with different ways of moving the body and begin to remember sequences and patterns of movement related to music and rhythm. Uses large muscle movements to wave flags and streamers. • Explore ways of changing the shape or texture of malleable materials. • Make continuous lines and closed shapes using drawing materials to represent their ideas and make patterns. • Use a range of media, tools and techniques to create images, express ideas and show different emotions.
Communication & Language	<ul style="list-style-type: none"> • Engage in conversations about stories and explore the meanings of new words that they hear in stories, rhymes and poems. • Ask or answer a simple scientific question. • Communicate their ideas and thoughts with others. • Express their ideas and feelings using sentences, containing four to six words, articulating most sounds and simple words. Use of tenses and plurals may be irregular.
Literacy	<ul style="list-style-type: none"> • Engage in conversations about stories and explore the meanings of new words that they hear in stories, rhymes and poems. • Engage in extended conversations about stories and, with support, make links to other familiar stories. • Give meaning to the marks they are making as they are drawing, writing or painting.
Mathematics	<ul style="list-style-type: none"> • Link numerals and amounts, showing the right number of fingers or objects to match numerals up to five. • Count to five forwards and backwards, saying one number for each item in order. • Use and understand language of quantities, such as more and a lot.
Understanding the World	<ul style="list-style-type: none"> • Describe a familiar route and use maps as part of role play. • Name a variety of domestic and wild animals. • Say how two places in the immediate environment are the same or different. • Show care for living things and the environment. • Talk about and play with objects that float and sink and describe different forces that they can feel. • Talk about places that they have been to or seen in photographs. Play with globes, observe maps and listen to stories to develop an awareness of other places in the world. • Talk about some of the things that they have observed using simple scientific vocabulary.

**Expressive Arts
& Design**

- Begin to sing the melody, pitch and tone of well-known nursery rhymes and songs.
- Explore ways of changing the shape or texture of malleable materials.
- Find different ways to do things when playing and exploring and use all their senses in hands on exploration of natural materials.
- Talk about and represent ideas, sounds, movement and emotions through their creations.

Religious Education

Our Nursery following the Religious Education Directory (RED) to teach Religious Education, which is structured into 6 blocks, each based around one objective. There are 4 parts to each block: Hear, Believe, Live and Celebrate.



Hear -The first section for each unit is the 'Hear' section. This section of the resource should not be changed, as the scripture should be the starting point and foundation of the learning. An age-appropriate version of the scripture can be found at the end of the RED document.



Believe – This section details the Catholic belief and teaching related to this scripture and suggested ways to share this with the children.



Live- This section has a range of activities that you could use to help the children to understand how Catholics respond to the scripture and belief in their daily lives. It also provides opportunities to enable the children to better understand it, and also an invitation to consider ways they can live it out themselves. This section of the resource has a range of activities that you may choose – some are suited to adult led whole class or group delivery and some to continuous provision. The amount of time and number of opportunities offered to children for RE – in both adult led activities and continuous provision – should represent 10% of curriculum time.



Celebrate – This section explores ways in which Catholics respond to the scripture and teaching through prayer and liturgy. It also suggests ways in which you can invite the children can express their wonder and awe and learn to pray, praise and celebrate their faith.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Religious Education	<p><u>Creation and Covenant</u></p> <p><u>Believe</u> God is love God made each one of us God loves each one of us as a unique person. God made a wonderful world and what God creates is good. God loves us and we are part of a family. CST God made the Earth and sky. God made all the people all over the world. God made all the animals. God made all the plants. God made the air, the ground and the water. And God tells us we must take good care of them. It is an important job!</p>	<p><u>Prophecy and Promise</u></p> <p><u>Hear</u> The Wise men visit Jesus. (Matthew 2:1-12) The visit of the Magi (Matthew 2:1-12) Jesus welcomes the little children (Mark 10:13-16) <u>Believe</u> Jesus is God's son and was born for everyone. The magi visited Jesus with gifts. Jesus' birth is celebrated at Christmas. Jesus came to show God's love and welcome everyone Jesus takes care of everyone. <u>Live</u> We welcome and show love to everyone in our</p>	<p><u>Galilee to Jerusalem</u></p> <p><u>Hear</u> The Wise men visit Jesus. (Matthew 2:1-12) The visit of the Magi (Matthew 2:1-12) Jesus welcomes the little children (Mark 10:13-16) The Feeding of the Five Thousand (John 6:1-14) <u>Believe</u> Jesus is God's son and was born for everyone. The magi visited Jesus with gifts. Jesus' birth is celebrated at Christmas. Jesus came to show God's love and welcome everyone. Jesus takes care of everyone.</p>	<p><u>Desert to Garden</u></p> <p><u>Hear</u> Lent is a time to care for others. Love God and love everyone (great commandment). The great commandment (Lk 10:25-28). A simplified version of key events of Holy Week especially Good Friday and Easter Sunday (to enable pupils to recognise key events). Jesus died on a cross. It is a sad time. Jesus was given new life by God his Father. Jesus rose and everyone celebrates. <u>Believe</u> Caring for others in Lent. Listen to and talk about the season of Lent and Easter. Simple religious symbols in Lent and Easter Jesus died on Good Friday and rose again on Easter Sunday</p>	<p><u>To the Ends of the Earth</u></p> <p><u>Hear</u> Jesus went back to his Father. Jesus sent a special friend, the Holy Spirit, to look after us. The story of Pentecost The early Christian Community. <u>Believe</u> Jesus rose and we celebrate. The Holy Spirit is our friend. The Holy Spirit looks after us. Coming of the Holy Spirit at Pentecost. The Good News of Jesus lived out by the early Christian community.</p>	<p><u>Dialogue and Encounter</u></p>


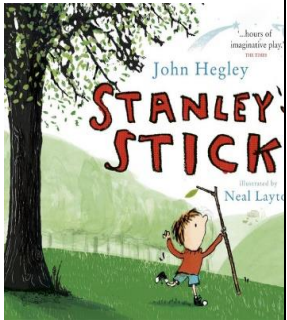
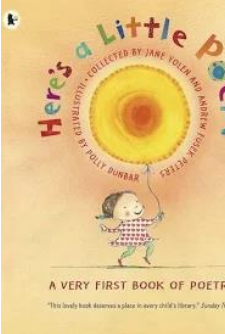
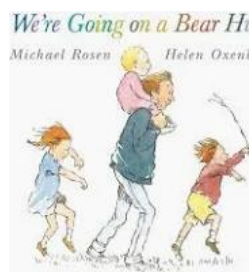

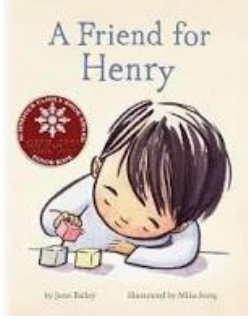
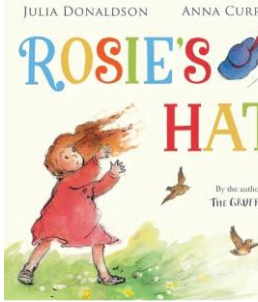
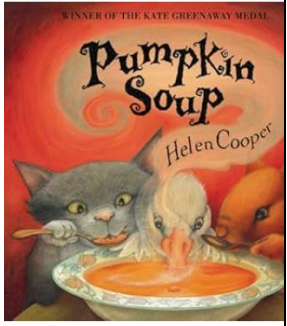
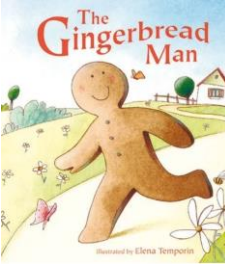

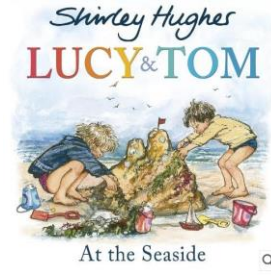
	<p><u>Celebrate</u> The words and actions of the sign of the cross, 'In the name of the Father, and of the Son and of the Holy Spirit. Amen' Give thanks for God's wonderful world. Celebrate God's beautiful world. The words and actions of the sign of the cross. We enter God's family, the Church, through Baptism.</p> <p><u>Live</u> Look after me. Look after God's world. Care and love for self, family, others and God's world. CST God made each of us, so each one of us is very special. We</p>	<p>words and actions as Jesus does.</p> <p>We are called to help the poor and hungry.</p> <p><u>Celebrate</u> The Glory Be is a special prayer.</p>	<p><u>Live</u> We welcome and show love to everyone in our words and actions as Jesus does. We welcome and show love to everyone with in our words and actions as Jesus does. We are called to help the poor and hungry.</p> <p><u>Celebrate</u> That the Church prays the Glory Be as a response to the coming of Jesus. The Glory Be is a special prayer.</p>	<p>Celebrate with signs and symbols – hot cross buns, garden growth, Easter eggs. Celebrate with signs and symbols – hot cross buns, garden growth, Easter eggs. <u>Live</u> Various cultures celebrate Lent and Easter in different ways, for example: pancakes, hot cross buns, Easter eggs. Trying to help others by what we do in Lent. Care for others. Celebrate with signs and symbols – hot cross buns, garden growth, Easter eggs. Celebrate with signs and symbols – hot cross buns, garden growth, Easter eggs. Celebrate with signs and symbols – hot cross buns, garden growth, Easter eggs. <u>Celebrate</u> The Church uses purple and ashes as signs of Lent and being sorry. Simple signs of Lent – colour purple, seeds, growing. Representations of Holy Week and Easter: palms, the cross,</p>	<p>The parish church. We gather with friends at church, especially on Sunday.</p> <p><u>Live</u> All people are God's children.</p> <p>The parish church and the parish family meet there to celebrate.</p> <p>The parish church. We gather with friends at church, especially on Sunday.</p>	
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must treat others
in a caring way
because God
made them too.
***The Dignity of the
human person.***

Easter gardens, and symbols
of new life.
Simple signs of Easter –
colour white, growth, Easter
Garden.

Deliberate Teaching of new language	God, creation, made, care, love, Earth, stewardship, Baptism, Sign of the Cross, oil, water, family	Mary, Jesus, Nativity, Advent, wreath, angels, Bethlehem, crib, stable, manger, shepherds	Mary, Joseph, Jesus, Magi, Wise Men, Camel, Visit, Gift, Gold, Bless, Welcome, Love, Feed, Share, Miracle	Lent, Ash Wednesday, desert, grow, Jerusalem, palm leaves, cross, died, suffer, resurrection, Easter	Heaven, Holy Spirit, Fire, Wind, Languages, Fruits, Church, Tabernacle, Family, Community, Pray, Share, Good News	
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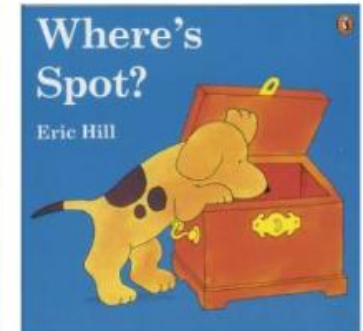
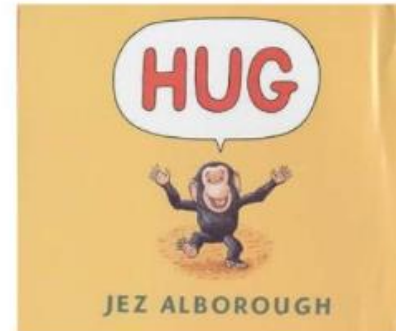
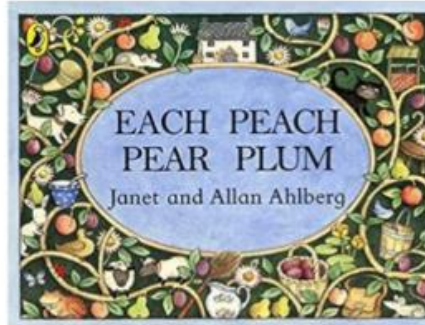
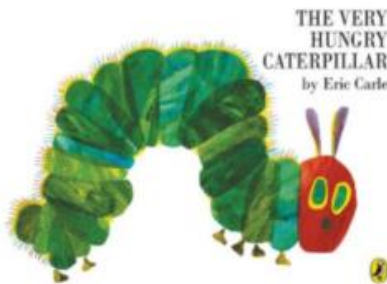
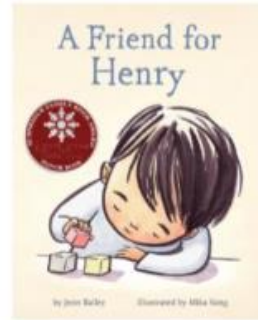
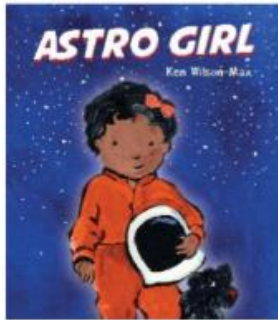
LITERACY

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<p>Book Focus/ Key Texts</p> <p>(English – CLPE)</p>	 <p>Themes: Friendship Understanding others</p>	 <p>Theme: Playing co-operatively</p>	 <p>Theme: Identity, family, community Enjoyment of the world</p>	 <p>Theme: Family and going on a trip</p>	 <p>Theme: Family life Celebration of life</p>	 <p>Theme: Connection and compassion.</p>
<p>Cornerstones</p>	<p>Long Ago</p> 	<p>Exploring Autumn</p> 	<p>Stories and Rhymes</p> 	<p>Puddles and Rainbows and Signs of Spring</p> 	<p>Animal Safari</p> 	<p>On the Beach</p> 

<p>Deliberate teaching of new vocabulary</p>	<p>play, jump, go, show, build, put, stay, do</p>	<p>Big, pick, his, him, can, lot, it, is, on. Moon, better, good, feet, fish, hurt, short, gosh, boats. Stick, grand, best, sand, slug, string, train, hand</p>	<p>Dancing, leaping, skipping, gallop, grin, giggle, shout, Earth, swinging, wiggle, soggy, poem, rhyming words.</p>	<p>long wavy grass, deep cold river, thick oozy mud, big dark forest, swirling whirling snowstorm, narrow gloomy cave, bear, tiptoe, stumble, trip, splash, squelch</p>	<p>Silky softness, heartfelt, family, love, headscarf</p>	<p>friend(s), share, listen, order, together, soft, loud, pattern, special, shimmer.</p>
<p>Extended Language Competency</p>	<p>Complete utterances to describe what they are doing Adverbials that move the story forwards, e.g., sometimes, other times Dialogue Expressing emotions Language of empathy Statements and questions</p>	<p>Poetic voice and language Present tense, including progressive Expanded noun phrases Language related to size and comparison</p>	<p>Expressive and figurative language Language and word play Expanded noun phrases Investigating spelling patterns Visualising Reader response</p>	<p>Traditional tale voice Repetitive refrains Sequencing sentences in retelling Conjunctions Dialogue Comparative language Persuasive voice Visualising Exclamations</p>	<p>Explanatory and narrative text Descriptive language Book talk</p>	<p>Comparative adjectives Alternative endings Story retelling</p>
<p>Reading and Phonics: Experience, Knowledge,</p>	<p>Teaching the Basic Code in context Developing inference Reading</p>	<p>Rhythm and rhyme Alliteration and assonance Teaching</p>	<p>Rhythm, rhyme, body percussion and voice sounds Word</p>	<p>Rhythm and Rhyme Songs and rhymes related to bears</p>	<p>Book talk Developing inference</p>	<p>Predicting Developing inference Making connections</p>

Skills and Strategies	illustration Reading own writing Environmental sound discrimination Clarifying meanings	the Basic Code in context Consonant cluster: 'st' Lifting meaning through performance reading Developing inference Reading illustration	and language play Matching aural patterns like rhyming pairs to visual patterns by onset and rime Neo-language – reading pseudo words in context Performance reading Reading own poetry	Using supportive illustrations to predict Clarifying meanings Scanning for information Lifting print through performance Reading own writing	Using supportive illustrations to predict	
Writing outcome	Personal narratives about special friends Own story scenes in pictures	Instructions for a stick game (Shared write)	Shared poem	Story Map	Class diary entry	Drawing pictures of our friends
Literacy Supplementary Texts from St Gregory's Reading Spine	Below are key books that are read to the children throughout the year to expose them to rich vocabulary.					

Nursery



Poetry Spine including Recitals

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Year Group	Advent term	Lent Term	Pentecost Term
N Nursery Rhymes	<p><i>Twinkle Twinkle</i> <i>Heads, shoulders, knees and toes</i> <i>Wind the bobbin up</i> <i>Row, row, row your boat</i> <i>The wheels on the bus</i> <i>Jumbo Bwana</i> <i>Pat-a-cake</i> / <i>5 little fireworks</i> <i>10 in the bed</i> <i>The crayon Poem by James Carter</i> <i>Teddy Bear, Teddy Bear, turn</i> <i>around Christmas Carols</i></p>	<p><i>Old Macdonald had a farm</i> <i>I am the baker man</i> <i>London Bridge is falling down</i> <i>The goats came marching</i> <i>The big ship sails on the alley alley</i> <i>oh Zoom, Zoom Zoom</i> <i>Hickory Dickory Dock</i> <i>My Hat! By Tony Mitton</i> <i>Mary, Mary quite contrary</i> <i>Five currant buns</i></p>	<p><i>Ring a Ring of Roses</i> <i>Wiggly woo</i> <i>There's a tiny caterpillar on a leaf</i> <i>Splish, splash, splosh by James</i> <i>Carter Incy Wincy spider</i> <i>Five little speckled frogs</i> <i>Day and Night by Eric Carle</i> <i>Five Little Ducks</i> <i>Down in the Jungle</i> <i>One, two, three, four, five</i> <i>Five Little Dinosaurs</i></p>

Maths

	Maths					
White Rose Maths	<p>More than, fewer than, same</p> <p>Explore and build with shapes and objects</p> <p>Explore repeats</p> <p>Hear and say number names</p>	<p>Begin to order number names</p> <p>I see 1,2,3</p> <p>Join in with repeats</p> <p>Explore position and space</p>	<p>Show me 1, 2, 3</p> <p>Move and label 1, 2, 3</p> <p>Explore position and routes</p> <p>Explore patterns</p>	<p>Take and give 1, 2, 3</p> <p>Match, talk, push and pull</p> <p>Talk about dots</p> <p>Compare & sort collections</p>	<p>Lead on own repeats</p> <p>Start to puzzle</p> <p>Making patterns together</p> <p>Make games and actions</p>	<p>Show me 5</p> <p>My own pattern</p> <p>Stop at 1, 2, 3, 4 and 5</p> <p>Match, sort and compare</p>
Winning With Numbers		<p>Wins 1-10</p> <p>Developing Fluency</p>	<p>Wins 10-20</p> <p>Developing Fluency</p>	<p>Wins 20-30</p> <p>Developing Fluency</p>	<p>Wins 30-40</p> <p>Developing Fluency</p>	<p>Wins 40-50</p> <p>Developing Fluency</p>

PHYSICAL DEVELOPMENT

Physical Education	Unit 1 Personal Footwork One Leg Balance	Unit 2 Social Jumping and Landing Seated Balance	Unit 3 Cognitive Dynamic Balance Stance	Unit 4 Creative Ball Skills Counter Balance	Unit 5 Physical Sending and Receiving	Unit 6 Fitness Ball Chasing Floor Work
	<p>In this unit, children will develop and apply their footwork and one leg balance through focused thematic stories, songs and games.</p>	<p>In this unit, children will develop and apply their jumping and landing and seated balance through focused thematic stories, songs and games.</p>	<p>In this unit, children will develop and apply their dynamic balance on a line and stance through focused thematic stories, songs and games.</p>	<p>In this unit, children will develop and apply their ball skills and counter balance through focused thematic stories, songs and games.</p>	<p>Reaction/Response</p> <p>In this unit, children will develop and apply their sending and receiving and reaction and response through focused thematic stories, songs and games.</p>	<p>In this unit, children will develop and apply their ball chasing and floor work balance through focused thematic stories, songs and games.</p>

PERSONAL, SOCIAL, EMOTIONAL DEVELOPMENT

Catholic Social Teaching	<p style="text-align: center;">Theme 1</p> <p style="text-align: center;">The dignity of the Human Person (DOTHP)</p> <ul style="list-style-type: none"> • God made me and loves me very much pg 17 • God made me and all my friends very beautiful pg 17 <p style="text-align: center;">Theme 2</p> <p style="text-align: center;">Family and Community. (FAC)</p> <ul style="list-style-type: none"> • My family at home pg53 • My school family pg 53 <p style="text-align: center;">Theme 7.</p> <p style="text-align: center;">Stewardship (S)</p> <ul style="list-style-type: none"> • Discovering God’s beautiful creation pg 225 <p>Playing in and caring for God’s creation pg 226</p>	<p style="text-align: center;">Theme 3</p> <p style="text-align: center;">Solidarity and the Common Good (SCG)</p> <ul style="list-style-type: none"> • We are friends pg101 • We play together in love and peace pg 102 <p style="text-align: center;">Theme 4</p> <p style="text-align: center;">Rights and Responsibilities (RR)</p> <ul style="list-style-type: none"> • God wants everyone to be happy pg 133 • God gives us all we need to be happy pg 134 	<p style="text-align: center;">Theme 5</p> <p style="text-align: center;">Poor and Vulnerable (P+V)</p> <ul style="list-style-type: none"> • God’s gifts are for everyone pg 163 • Learning to share our toys and food so that everyone has enough pg 163 <p style="text-align: center;">Theme 6.</p> <p style="text-align: center;">The dignity of Work (DOW)</p> <ul style="list-style-type: none"> • We are helping to do God’s work pg 197 • We use our gifts for each other pg 197
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<p>Life to the Full</p>	<p>EYFS, Module 1, Unit 1 Story Sessions: Handmade with Love 5 x 15-minute sessions over 5 days</p> <p>EYFS, Module 1, Unit 2 Session 1: I Am Me -15 minutes Session 2: Heads, Shoulders, Knees and Toes -15 minutes Session 3: Ready Teddy? - 15 minutes</p>	<p>Module 1, Unit 3 Session 1: I Like, You Like, We All Like!- 15 minutes Session 2: Good Feelings, Bad Feelings -15 minutes Session 3: Let's Get Real - 15 minutes</p> <p>Module 1, Unit 4 Session 1: Growing Up- 15 minutes</p> <p>Module 2, Unit 1 Session 1: Role Model 2 x 15-minute sessions</p>	<p>Module 2, Unit 2 Session 1: Who's Who? Session 2: You've Got A Friend in Me Session 3: Forever Friends</p> <p>Module 2, Unit 3 Session 1: Safe Inside and Out - 15 minutes Session 2: My Body, My Rules - 15 minutes Session 3: Feeling Poorly -15 minutes Session 4: People Who Help Us-15 minutes</p> <p>Module 3, Unit 1 Session 1: God is Love Session 2: Loving God, Loving Others</p> <p>Module 3, Unit 2 Session 1: Me, You, Us</p>
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<p>Other Songs and Rhymes</p>	<p>Number and Nursery rhymes (examples) -1, 2, 3, 4, 5 Once I caught a fish alive. -Hickory, Dickory Dock -3 Blind Mice -5 Little Monkeys -5 Current buns</p> <p>Days of the Week Song.</p>	<p>Number rhymes and Songs continued (examples)</p> <p>-If you're happy and you know it -The Grand old Duke of York -Heads, Shoulders, Knees and Toes</p> <p>Months of the Year Song.</p> <p>Christmas Nativity Songs</p>	<p>I am a Polar Bear Penguin song Continents song</p>	<p>Easter Songs -Chick, Chick, chick, chick, chicken -Easter Bonnet</p> <p>Horsey, Horsey Sing a Rainbow Incy Wincy Spider King of the Castle</p>	<p>Nursery Rhymes and Songs</p> <p>-Five Little Speckled Frogs -Insy, wincy Spider -Wiggly Woo The Ants go Marching Song</p>	<p>Friendship Songs</p>
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Enrichment Opportunities

Let's Celebrate	Oct – Eid, Black History Month, Recycling week Nov – Diwali and Remembrance Day, Anti-Bullying Week, Road Safety week Dec – Advent and Christmas	Jan – Epiphany, Chinese New Year Feb – Shrove Tuesday, Ash Wednesday, Lent March – Mothers day and St Patrick's Day April – St George's Day, Good Friday and Easter	May – Ascension of the Lord, May Procession June – Eid and Fathers Day
Visits and Experiences	Eastfield Park (Autumnal walk) Litter Wombles assembly about Recycling M&M Productions – A Christmas Carol Performing Christmas Carols	Big School's Birdwatch Fire Brigade/Police Visit Energy saving week Rhyme Time M&M Production – Theatre show Looking after chicks	Visit to Eleanore House
Parental Engagement	Parents' Evening Christmas Carols performance	Parents' Evening Book & Biscuit for World Book Day Easter Bonnet Parade Book Look for Parents	Sports Day End of year reports to parents Report consultation