

Long Term Plan: Foundation 2

Communication and Language

	Listening, attention and understanding	Speaking
Autumn All About Me Changing Seasons	- Focus on being ready to learn and concentrating and understand why this is important (link to Learning Tree) - Putting your hand up to speak and taking turns appropriately - Begins to work with a talk partner – practise turn taking - Listen carefully to rhymes and songs, paying attention to how they sound. - Listens to and join in with simple repetitive stories showing understanding of what is happening and why. - In Continuous Provision the children show sustained involvement in self chosen activities - In Continuous Provision children will communicate and begin to play together collaboratively	- Learn new vocabulary in all areas as it arises e.g. in phonics, maths at Forest School - Share home learning with whole class with scaffold and support from adult - Repeat stem sentences to talk partner in maths - In Continuous Provision small world, Loose Parts, home corner and role play areas support language to imagine and recreate roles and experiences. - Retell a story as part of a whole class activity with actions and an adult leading - Children know that there are different languages in the world. They find out about people in the community who speak a different language.
Spring Safe and Well Living and Growing	- Understand how to listen carefully and why listening is important. - Learn rhymes, poems and songs. - Listen to and talk about stories to build familiarity and understanding. - They respond to questions about the story with relevant comments and questions. - Focus on how and why questions in experiential learning. - Engage in non-fiction books. - Listen to and talk about selected non-fiction texts to develop a deep familiarity with new knowledge and vocabulary - In provision children begin to listen to their peers and respond appropriately	- Learn new vocabulary specifically related to topics and in all areas as it arises and use new vocabulary in different contexts. - Share home learning with class more independently, with more details - Use and extend stem sentences with talk partners - Ask questions to find out more and to check they understand what has been said to them. - Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. - Children learn to make videos of themselves speaking about a subject or asking questions - Children know that there are different languages and they learn simple words from peers or adults in the community
Summer Journeys Let's Celebrate	- Children listen to each other re- telling stories either as part of a role play conversation or using a story map. - When listening to stories children can predict what is going to happen next - Understanding how and why the characters behave as they do e.g. why does the wolf pretend to be Grandma? - In provision children are able to hold back and forth conversations with peers and resolve minor disputes	- Learn new vocabulary but also use vocabulary learnt throughout the year in the correct context - Share home learning with class including answering questions from peers - Connect one idea or action to another using a range of connectives. - Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. - Children re- tell a story using a story map and applying rich story vocabulary e.g. once upon a time and soft, white clouds. - Children know that French is a language spoken in France and they learn simple phrases and songs in French

Personal, Social and Emotional Development

	PSHE	Building Relationships	Managing Self	Self-Regulation
Autumn All About Me Changing Seasons	Being me in my World Celebrating Differences	• Pupils learn about the expectations and routines of the class and beginning to understand that they are part of a team • Pupils are scaffolded to take turns and share resources with others. • Pupils begin to build positive attachments to adults and peers. • • In adult led activities children can explain their own knowledge and understanding in peer talk and to adults. • Through Restorative Justice pupils can see actions from another person's point of view and resolve conflicts with adult guidance. • In Continuous Provision pupils play together collaboratively •	• With support children are encouraged to to speak to others about their own needs, interests, and opinions to adults and peers • Can express themselves in positive terms linked to star of the day and merit. • Can explain the school rules and knows right from wrong.	• Children explore the feelings sad and happy in different sessions and they know strategies to support themselves when these feelings are overwhelming. • Children understand their actions can affect others which is resolved by using Restorative Justice. • Children explore impulse control through games and group activities. • Children experience some changes in routine and are supported to reflect on their feelings at these times
Spring Safe and Well Living and Growing	Healthy Me Changing me	• Pupils begin to listens to others' ideas and points of view and begin to resolve conflict – sometimes with support. • Pupils build a positive sense of identity as a class, they know the class has its own values and culture • Show sensitivity to their own and to others' needs. • Pupils learn what 'consent' means in an age appropriate way and understand that they should seek permission before interacting physically with another person – ie touching someone's hair, hugging someone • Pupils learn the names of body parts	• Confident to speak to peers and adults about their opinions. This is supported by planned Oracy sessions. • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge • Pupils can manage their own basic hygiene independently such as dressing. Going to the toilet and understanding the importance of healthy food choices.	• Children explore the feelings worried and excited in different sessions and they know strategies to support themselves when these feelings are overwhelming. • They are starting to negotiate and solve problems in a calm manner. This is supported by all staff in the unit. • Children show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.

Summer Journeys Let's Celebrate	Relationships Dreams and Goals	• Pupils can manage minor disagreements independently. • The children have a strong sense of class identity and they encourage each other to succeed. • They show mutual respect to their peers. • Pupils have positive relationships with peers and adults. • Pupils take account of others' ideas and work together in collaboration. •	• Children are confident to try new activities and express what they like and do not like and why. • Children can select their own resources in Continuous Provision. • Children ask for help when they need it. • Children can talk about their feelings and explain some of the things that help them when they are sad or worried	• Children explore the feelings angry and calm in different sessions and they know strategies to support themselves when these feelings are overwhelming. • They can cope with changes in routine. This is supported by a two-week transition model into year 1. • Children are able to take turns and deal with conflict while playing with peers
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Physical Development

	PE	Gross Motor	Fine Motor	Using Tools
Autumn All About Me Changing Seasons	• Movement and Story Telling PE programme Skipping, running, gliding, hopping. Simple games • Real PE	• Outdoor • Climbing, hanging, balancing, under and through play equipment. • Learn dances for Christmas performance • Tidy large equipment safely	• Holding pencil in tripod grip • Writing letters using correct letter formation • Name writing • Use appropriate cutlery at lunch time to eat • Draw simple figures of themselves	• Uses simple tools to effect changes to materials. Using scissors to cut tape and paper to make objects • Using tools safely • Hold paint brushes effectively to make marks
Spring Safe and Well Living and Growing	MAST – Movement and Story Telling Project • Real PE	• Digging and planting outdoors • Gross motor skills of digging, building and large-scale outdoor art. • Learn that exercise is good for your body	• Writing letters using correct letter formation • Start to use knives to cut. • Use equipment to carefully catch bugs during bug hunt • Draw representations of objects showing care and accuracy • Using scissors to Cut successfully and accurately • Use hole punch and threading in creative activities	• Handles tools, objects, materials safely with increasing control. • Using scissors to cut boxes and recycled materials to make objects • Use a paint brush to make shapes using more control
Summer Journeys Let's Celebrate	• MAST PE programme • Real PE • Dance related to carnival and celebration	• Sharing skills with parents in a cooperative sports day. • Refining scooter and bike skills – learning about bike and scooter safety • Learning dance for carnival celebration	• Writing letters showing control and correct orientation in children's writing • Use cutlery effectively to eat different types of food. • Draw pictures that express children's ideas accurately. • Use stapler and elastic bands in creative activity.	• Use scissors effectively to create objects and art. • Use a paint brush, prints, stamps etc to make representations of objects and ideas.

Literacy

	Comprehension	Word Reading	Phonics <i>Using Rocket Phonics Scheme</i>	Writing	Handwriting
Autumn 1 All About Me	- Show an interest and engagement when sharing a story with an adult. - Join in with a simple repetitive/rhyming text in books - Exploring new vocabulary and understanding it's meaning. - Genre focus - Fiction	- Book handling skills in 1:1 reading sessions - Begin to take appropriate phonetically decodable book home from Rocket Phonics scheme - Take some key words or flash cards - Phonics and reading meetings for parents	- Read individual letters by saying the sounds for them. - Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. - Spell words by identifying the sounds and then writing the sound with letters.	- Name writing on drawings and pictures. - A variety of writing resources in continuous provision to support mark making and pencil grip.	- Name writing using correct letter formation and holding pencil in tripod grip. - Letter formation modelling correct letter formation. - Fine motor/pencil control interventions.
Autumn 2 Changing Seasons	- Children know who the main characters in a story are and can recall main events - Children practise noticing new vocabulary in texts and grow an interest to find out what it means.' - Children show interest in their phonetically decodable book and can talk about the story or the pictures. - Genre focus - poetry	- Take appropriate phonetically decodable book home from Rocket Phonics scheme - Recognise and say all the initial sounds. - Opportunities to read simple labels and sentences in learning environment. - Beginning to read simple sentences identifying number of words and finger spaces.	- Read individual letters by saying the sounds for them. - Read a few common exception words matched to the school's phonic programme.	- Writing for a purpose e.g. Christmas cards / Christmas lists - Writing labels and captions - Beginning to write simple sentences e.g. I got a hat.	- Letter formation modelling correct letter formation. - Daily feedback to support correct letter formation for individual pupils.

Spring 1 Safe and Well	• Children as questions about a story, they can make predictions about what is going to happen next. • Can speculate about what might be on a particular page of a non fiction book. • They know what a contents page is and how to use it • Children can answer questions about their phonetically decodable book and talk about the main events • Genre focus –Non fiction	• Children can confidently blend cvc words and some words with digraphs. • They can count how many words are in a sentence. • They know • Re-read familiar books to build up their confidence in word reading, their fluency and their understanding and enjoyment. • .	• Blending simple cvc words and knowing which sounds represent them. • Learn common exception words in line with phonics scheme. • Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.	• Write sentences using know graphemes and begin to use digraphs • Labelling body parts • Writing in the environment for example clipboards, note books, waiting lists • Encourage independent sentence writing.	• Handwriting books. • Letter formation
Spring 2 Living and Growing	• They can retell a story using a story map • They can begin to make their own story map. • They can act out the story using props • Can describe how characters in a story may be feeling. • Children can talk about the characters and events in their phonetically decodable book and show understanding of what they are reading. • Genre focus – traditional tales – Jack and the Bean Stalk	• Reading simple sentences with digraphs/trigraphs keywords independently	• Writing simple sentences independently using phonic knowledge and exception words. • Recognise and say digraphs and trigraphs	• Writing simple sentences linked to topics e.g. a bean diary and children’s own experiences. • Writing small books for example book on minibeasts • Begin to use phonics knowledge to write longer and more difficult words.	• Handwriting books. • Daily sentence writing

Summer 1 Journeys	• They can explain how to use a non-fiction book and how it is different from a story book • Act out conversations and role play between characters in a story. • Children can retell events from their phonetically decodable book • Genre focus – traditional tales – Little Red Riding Hood	• Red book band targets • Reading CCVC words e.g. star • CCVC e.g. train • Using phonic knowledge to read phonically decodable books. • Reading signs and labels in the environment independently	• Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. • Read VCC words e.g. and • CVCC e.g. shops • CVC/VC e.g. robin	• Writing simple sentences linked to traditional tales and children's own experiences. • Writing signs and labels and captions such as labels on maps and road safety signs.	• Daily sentence writing finger space focus
Summer 2 Let's Celebrate	• Children choose the books they want read to the class because they have a good understanding of what a book might be like. • Favourite books from the year are revisited – do the children remember key events and characters. • Extended conversations and role play between characters in a story. • Children use their phonics knowledge to read signs, labels and letters with understanding • Genre focus – fiction	• Red book band targets • Using phonic knowledge to read phonically decodable books.	• Reading and writing simple sentences with digraphs/trigraphs and common exception words independently.	• Writing longer sentences with joining words. • Re-read what they have written to check that it makes sense. • Extended writing of more than one sentence linked to traditional tales using story vocabulary. Writing using children's own experiences. • Writing invitations and food lists for a party	• Daily writing challenge with correct letter formation of lowercase and capital letters.

Mathematics - Overview

EYFS Maths is supported by Power Maths. Linked lessons are written in the format (PM: Unit, Week, Day).

	Half Term 1					Half Term 2					
Autumn	Positional language – Behind, in front of, under, on top, upside down	Making simple AB patterns	Making ABB patterns	Numerals 0 & 1 Circles (PM: 1,1,1-3)	Numerals 2 Semi-circle (PM: 1,1,1-3)	Numerals 3 Triangle (PM: 1,1,4)	Numerals 4 Square Rectangle (PM: 1,2,1-4)	Making AB patterns with 2D shapes	Making ABB patterns with 2D	Numerals 5 Pentagon (PM: 1,3,1-4)	High speed subitising to 5 Comparing
Spring	Numerals 6 Hexagon	Numerals 7	Numerals 8	Numerals 9	Number 10	Numerals 11	Numerals 12	Patterns within numbers	Manipulating shapes	Patterns using shapes ABB	Patterns using shapes ABC
Summer	1 more, 1 less	Track Games	Sharing	Properties of 3D Shapes	Properties of 3D Shapes	Doubling	Odd and Even numbers	Weight	Length	Capacity	Capacity

We use the environment and everyday learning opportunities to model the language of weight, capacity, position and distance. activities will be linked to project work where appropriate. All the children will use their mathematical knowledge and apply it in activities such as cooking, puzzles, building with blocks, water activities etc.

When exploring each number as indicated on the planning children will –

- Verbally count that many objects using 1:1 correspondence confidently
- Knows that the last number reached is the total
- Recognises a group of that number – practicing their high speed subitising.
- Recognises the numeral and learn to write it
- Know where the numeral is positioned on a number line.
- Show that number of fingers
- Be able to split that number into two groups
- Begin to know if that number is odd or even

Mathematics – Objectives

Development Matters Objectives	Learning Opportunities
○ compare numbers ○ understand the ‘one more than or one less than’ relationship between consecutive numbers ○ explore the composition of numbers to 12 ○ automatically recall number bonds for numbers 0 to 5 and some to 10 ○ select, rotate and manipulate shapes to develop spatial reasoning skills	● Provide collections to compare, starting with a very different number of things. Include more small things and fewer large things, spread them out and bunch them up, to draw attention to the number not the size of things or the space they take up. Include groups where the number of items is the same. Use vocabulary such as ‘more than’, ‘less than’, ‘fewer’, ‘the same as’, ‘equal to’. Encourage children to use these words as well. ● Distribute items evenly, for example: “Put 3 in each bag,” or give the same number of pieces of fruit to each child. Make deliberate mistakes to provoke discussion. ● Tell a story about a character distributing snacks unfairly and invite children to make sure everyone has the same. ● Make predictions about what the outcome will be in stories, rhymes and songs if one is added, or if one is taken away. ● Provide ‘staircase’ patterns which show that the next counting number includes the previous number plus one. ● Focus on the composition of 2, 3, 4 and 5 before moving onto larger numbers. ● Provide a range of visual models of numbers: for example, 6 as double 3 on dice, or the fingers on one hand and one more, or as 4 and 2 with 10 frame images. ● Model conceptual subitising: “Well, there are 3 here and 3 here, so there must be 6.” ● Emphasise the parts within the whole: “There were 8 eggs in the incubator. Two have hatched and 6 have not yet hatched.” ● Plan games which involve partitioning and recombining sets. For example, throw 5 beanbags, aiming for a hoop. How many go in and how many don’t? ● Have a sustained focus on each number to and within 5. Make visual and practical displays in the classroom showing the different ways of making numbers to 5 so that children can refer to these. ● Help children to learn number bonds through lots of hands-on experiences of partitioning and combining numbers in different contexts, and seeing subitising patterns. ● Play hiding games with a number of objects in a box, under a cloth, in a tent, in a cave, such as “6 went in the tent and 3 came out. I wonder how many are still in there?” ● Intentionally give children the wrong number of things. For example, ask each child to plant 4 seeds then give them 1, 2 or 3. “I’ve only got 1 seed, I need 3 more.” ● Spot and use opportunities for children to apply number bonds: “There are 5 of us but only 2 clipboards. How many more do we need?” ● Place objects into a 5 frame and talk about how many spaces are filled and unfilled. ● Provide high-quality pattern and building sets, including pattern blocks, tangrams, building blocks and magnetic construction tiles, as well as found materials. Challenge children to copy increasingly complex 2D pictures and patterns with these 3D resources, guided by knowledge of learning trajectories: “I bet you can’t add an arch to that,” or “Maybe tomorrow someone will build a staircase.” ● Teach children to solve a range of jigsaws of increasing challenges.

○ compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can ○ continue, copy and create repeating patterns ○ compare length, weight and capacity	● Investigate how shapes can be combined to make new shapes, for example, 2 triangles can be put together to make a square. Encourage children to predict what shapes they will make when the paper is folded. Wonder aloud how many ways there are to make a hexagon with pattern blocks. ● Find 2D shapes within 3D shapes, including through printing or shadow play. ● Make patterns with varying rules (including AB, ABB and ABBC) and objects and invite children to continue the pattern. Make a deliberate mistake and discuss how to fix it. ● Model comparative language using 'than' and encourage children to use this vocabulary. For example: "This is heavier than that." ● Ask children to make and test predictions. "What if we pour the jugful into the teapot? Which holds more?"
○ count objects, actions and sounds ○ subitise ○ link the number symbol (numeral) with its cardinal number value ○ count beyond 10	● Develop the key skills of counting objects including saying the numbers in order and matching one number name to each item. ● Say how many there are after counting – for example, "...6, 7, 8. There are 8 balls" – to help children appreciate that the last number of the count indicates the total number of the group. This is the cardinal counting principle. ● Say how many there might be before you count to give a purpose to counting: "I think there are about 8. Shall we count to see?" ● Count out a smaller number from a larger group: "Give me seven..." Knowing when to stop shows that children understand the cardinal principle. ● Build counting into everyday routines such as register time, tidying up, lining up or counting out pieces of fruit at snack time. ● Sing counting songs and number rhymes and read stories that involve counting. ● Play games which involve counting. ● Identify children who have had less prior experience of counting and provide additional opportunities for counting practice. ● Show small quantities in familiar patterns (for example, dice) and random arrangements. ● Play games which involve quickly revealing and hiding numbers of objects. ● Put objects into 5 frames and then 10 frames to begin to familiarise children with the tens structure of the number system. ● Prompt children to subitise first when enumerating groups of up to 4 or 5 objects: "I don't think we need to count those. They are in a square shape so there must be 4." Count to check. ● Encourage children to show a number of fingers 'all at once', without counting. ● Display numerals in order alongside dot quantities or tens frame arrangements. ● Play card games such as snap or matching pairs with cards where some have numerals, and some have dot arrangements. Discuss the different ways children might record quantities (for example, scores in games), such as tallies, dots and using numeral cards. ● Count verbally beyond 20, pausing at each multiple of 10 to draw out the structure, for instance when playing hide and seek, or to time children getting ready. ● Provide images such as number tracks, calendars and hundred squares indoors and out, including painted on the ground, so children become familiar with 2-digit numbers and can start to spot patterns within them.

Understanding the World

	The Natural World	People, Cultures and Communities	Past and Present
Autumn All About Me Changing Seasons	- Look closely at the local natural environment noticing changes as the seasons change from Autumn to Winter. - Explore the environment through art e.g. collecting and sorting leaves and printing, drawing objects, taking photos. - Explore animals that might be found in the local environments – learning about nocturnal animals. - Learn about fire safety and experience a bonfire - Use senses to talk about fire - look at how wood changed when it is burnt. Looking at how marshmallows change when they are heated.	- Can talk about their family and what makes it special – uses vocab like brother and sister correctly - Consider the home they live in and what it looks like. Understand that people in different countries or places may have homes that look different. (Castles, flats, caravans) - Begin to talk about different religions and that people might celebrate different events because of their religion - Talks about events such as bonfire night, Eid, Christmas, family weddings, visits etc.	- Talk about people in their family and what they do and their role in society. - Find out about adults jobs including their uniform and their role. - Talk about past and present events in their own lives and in the lives of family members. - In the Christmas Story - Explore the past through the Christmas story - comparing life in Jesus's lifetime to their own e.g. no cars, no phones
Spring Safe and Well Living and Growing	- Knows the names of different body parts and that a body has a skeleton inside it. - Knows that we have a sense of smell, hearing and taste and can describe different experiences by using all senses - Knows that a baby grows into a child and then an adult and can talk about a time when they were younger. - talk about features of their own immediate environment and how environments might vary from one to another. - Make observations of animals and plants and explain why some things occur and talk about changes. Children learn facts about minibeasts and plants. - Notice changes in the weather and seasons. - Practise observational drawing of plants and insects. - Children plant and observe beans growing. They know what a living thing needs to survive.	- Understand that there are people in the community who have special jobs like firefighters or police officers - Explore the job of an adult who helps people – (medical professional) - Know which people to go to for help if there is a problem - Know the 999 calls the emergency services. Know what the three emergency services are. - Talks about family events e.g. Chinese New Year, Easter, places of worship, family events and visits.	- Look at photos of themselves from the past and be able to talk about how things were different when they were younger, how babies grow into children and children grow into adults. - In the Easter Story understanding that it was a long time ago. Use timeline of Jesus' whole life to ensure understanding that he grew into a man. - Use life cycles of different animals to talk about time and things growing over time. Track the growth of a plant of frogspawn and observe the changes that happen over time.

Summer Journeys Let's Celebrate	• Make simple maps of journeys from a fictional story and a real life journey • Explore the similarities and differences between our own local environment and that of another country. • Explore what it would be like to travel to another country. • Celebrate their Forest school journey through the year with photos of how things have changed across the seasons. •	• Compare different environments – city where we live, forest in Red Riding Hood. Learn key features of a forest through art, role play and experiences. • Role play travelling by plane to a different country. Find out about passports and consider what they would need to take and do to travel internationally. • Understand that people from different religions may celebrate different events and festivals. Be able to name some festivals or religious events • Look at photos of children celebrating their birthdays in the past and talk about how different families have different traditions. • Look at stories from other countries and consider how life is similar and different • Organise a celebration – party, carnival event	• Children revisiting celebrations that they have been part of e.g. Birthdays, Eid and Christmas • Using previous knowledge to plan their own celebration with shopping lists and invitations Ask parents to share memories and photos of their holidays when they were younger. Children can talk about the photos to whole class. • Children share photos of their birthdays when they were younger.
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Expressive Arts and Design

	Creating with materials	Being expressive	Being imaginative
Autumn All About Me Changing Seasons	• Talk about different colours - Learn to mix red and yellow to make orange. Experiment with mixing different colours and shades to create autumn paintings. • Observational drawing self portrait using mirror– show feeling through facial expressions. focus on artist Brittany Anne https://beacons.ai/zolaartfactory/ • Experiment with clay creating a sphere and different texture to make a model. • Children learn about simple printing with sponges and fruit/ vegetables. • To use scissors, glue and tape to make models (make models of houses)	• Dance linked to performance • e.g. Christmas show dance • Move to music and express feelings and responses. • Learn a variety of nursery rhymes and songs to perform • Learning songs for the Christmas show • Singing and music Sessions with Rainbow Stripes	• Role play with first-hand experiences e.g. making a meal in the home corner • Deconstructive role play linked to the children’s interests. • Make use of props for role play eg police officer walkie talkie • Access small world play – often with adult support
Spring Safe and Well Living and Growing	• Using natural resources to create a picture through printing and painting • Observational drawings of natural objects or mini beasts • Clay – learn techniques of rolling a ball and sausage shape to create mini beast model. Begin understand more about the features of clay eg it dries hard, using some clay tools • Use fastening using hole punches, split pins and treasury tags to make simple 2d shapes and 3D models. Use tools safely., • Select resources independently and adapt work where necessary. • Explain their ideas and the process they used to create.	• Learn songs and rhymes to perform in groups. • Retell stories in front of others. Invent and adapt stories. • Dance project linked to different tempos and moods of music. Focus on how the children want to respond to the music. •	• Role play linked to projects e.g. Hospital play corner, Jack and the giant in the castle in Jack and the Beanstalk • Re- tell traditional tales using props and costumes • Uses small world play to re-enact a familiar story

Summer Journeys Let's Celebrate	• Explore different printing techniques including mono printing, polyblock printing etc shapes • Practise drawing vehicles moving – how can you represent movement? Can they remember from F1 learning? • Drawing portrait – recap what they have learnt in EYFS so far (facial features, expressions, mixing colours) Make a final self portrait using all skills learnt. • Use hole punches, staplers and rubber bands to make 2d shapes and 3D models. Use tools safely. • Manipulate materials to achieve a planned effect. • Use skills learnt so far to plan and make carnival outfits. • Work collaboratively, sharing ideas and skills to create a piece of design work - e.g. carnival outfit, carnival float	• Watch dance performances that relate to celebrations around the world. • Practise some different styles of dancing to different music (carnival) watch a carnival parade • Watch and talk about a dance piece (compare dancing from different countries – how do the dances make them feel) •	• Role play linked to projects e.g. grandma's cottage in little Red Riding Hood. • Children lead their own role play and make props to support their ideas. • Use small world area to create their own stories in narrative play
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RE and Spirituality

Autumn 1 All About me!	RE unit - People who are special to us Say lunchtime prayer Visit church for Welcome Service Songs – Our God is a great big God, God created me
Autumn 2 Changing Seasons	Understanding Christianity unit - Incarnation Say end of day prayer Reflection sessions using prayer space Songs – he's got the whole world
Spring 1 Safe and well	Understanding Christianity - Creation Children to lead end of day prayer and reflection time Songs – Thank you for making me me, Wake up my body to praise the Lord
Spring 2 Living and Growing	Understanding Christianity unit - Salvation Children to say prayers for each other and specific situations Children to begin to experience times of quiet reflection and meditation and to explore their experiences during these times Songs- my God is so big
Summer 1 Ready, steady, go!	RE unit - Which stories are special and why Children to say prayers for people in other countries Children are familiar with times of quiet reflection and how to express their thoughts and feelings Songs – With Jesus in my car

Summer 2
Let's celebrate

RE unit - What times are special and why

Children help organize celebrations, including reflections on the year and prayers

Songs – I will dance