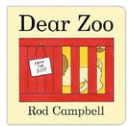
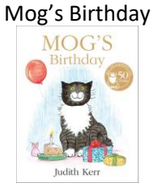
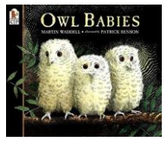
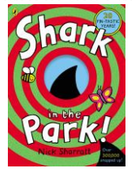
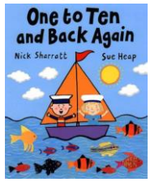
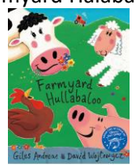
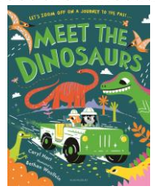
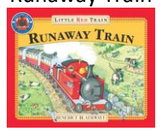
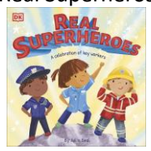
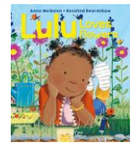
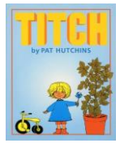
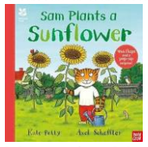
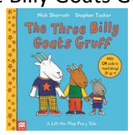
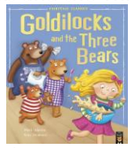
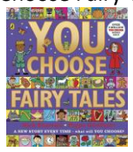
THE HOLY FAMILY CATHOLIC PRIMARY SCHOOL LONG TERM PLAN YEAR N: 2026-2027 TEACHER: Miss Tinsley/Mrs Lovell

	AUTUMN		SPRING		SUMMER	
Topic	**Lift the Flap Books** **Ourselves Project** **Core Texts** Dear Zoo  Mog's Birthday  Owl Babies  	**Poetry and Rhyme Books** **Maths Picture Books** **Core Texts** Shark in the Park  Poo in the Zoo  One to Ten and Back Again  	**Non-fiction Books** **Animal Story Books** **Core Texts** Farmyard Halabaloo  The Little Red Hen  Meet the Dinosaurs  	**Travel and Vehicle Books** **People Who Help Us Books** **Core Texts** We catch the Bus  Runaway Train  Real Superheros  	**Planting and Growing Books** **How We Have Changed Books** **Core Texts** Lulu Loves Flowers  Titch  Sam Plants a Sunflower  Measuring Me  	**Fairy Tale Books** **My Story Books** **Core Texts** The Three Billy Goats Goats Gruff  Goldilocks and the Three Bears  You Choose Fairy Tales  Colour Monster Goes to School 
School trips/ enhancements	Father Norbert to visit - welcome service Apple picking/ making apple crumble	Nativity performance Making Christmas Biscuits **Visit Holy Family Church**	Parent readers welcome Making Bread World Book Day Science Week **Visit to the Pet Shop**	Fire engine/ Police visit **Easter cooking- walk to the shop for ingredients**	Walk to the Park **Spring walk to the Lagoon** Planting and growing	Visiting reception **End of Year Trip**
LOTC	Learning Forest School expectations We're Going on a Bear Hunt Autumn walk Apple picking	Leaf threading Obstacle course Bug Hunt Nature crowns	Dragon dance- Luna New Year Making animal habitats Outdoor science investigations Ice art Winter walk	Easter treasure hunt Making Easter gardens Obstacle course Spring Walk- looking for signs of Spring	Spring mini beast hunt Making bug hotels Nature photography Planting seeds- Sun Flowers **Pond dipping**	Obstacle course Hammer leaf patterns Bark rubbing Dream catchers Campfire/ Toasting marshmallows

'As a family we live, love, learn and celebrate with Jesus.'

THE HOLY FAMILY CATHOLIC PRIMARY SCHOOL LONG TERM PLAN YEAR N: 2026-2027 TEACHER: Miss Tinsley/Mrs Lovell

Building the Kingdom	 **Care for Creation** Are we being good stewards of the Earth, or just doing what we like? The world was made by God, so we take care of God's creation.	 **Preferential Option for the Poor** Why do some people have so much and some people have so little? The 'preferential option' means allowing someone to have the first choice	 **Solidarity and Peace** How can we work together as people of peace in our school, community and in our wider world? God calls us to be peacemakers in the world – to stand in solidarity with those in need.	 **Community and Participation** How can our participation help our school community grow and flourish? As humans, we are made to live in community with one another. This means being active members of the world we live in. We are meant to look out for each other and build each other up. This is how God wants us to live.	 **Dignity of Workers** Why is going to work and having a job so important and worthy of respect? Work is fundamental to the dignity of a person	 **Human Dignity** What can we do to make sure everyone is treated as a child of God? Treating someone with dignity means treating them with love, kindness and respect. Everyone should be treated with dignity because we are made in the image and likeness of God.
RE	**Creation and covenant** • God created our beautiful world and everything in it, including me. All that god created is good and I am very unique and loved by God. • We learn the actions and words of the sign of the cross Welcome Mass with Father Norbert	**Prophecy and promise** • Mary was chosen by God to have baby Jesus, a very special baby – the son of God. • Angel Gabriel was sent from heaven to pass the message to Mary about her baby. • Jesus was born in Bethlehem in a stable and laid in the manger. • The shepherds visited baby Jesus. • Advent is a time to get ready for Christmas. • Advent wreath, the crib and the Nativity play help us prepare to celebrate Christmas.	**Galilee to Jerusalem** • At Christmas, we celebrate Jesus' birthday. • The Magi visited Jesus with their gifts. • Jesus welcomes and blesses the children. • Jesus, the Son of God was born for everyone, loves everyone and cares for everyone. • Jesus fed 5000 people by working a miracle. • We pray 'Glory Be' at church as a response to the coming of Jesus. • We try to be loving like Jesus in our words and actions. • We are called to help the poor and the hungry just like Jesus did.	**Desert to garden** Lent is a time to care for others. We make Lenten promises. • Jesus died on the cross on good Friday and then rose from the dead on Easter Sunday. • Easter is a celebration of new life and that Jesus is with us still. • The Church uses purple and ashes as a sign of Lent and being sorry and white for Easter. • The symbols of the holy week and Easter are palms, the cross, Easter gardens, hot cross buns and Easter eggs. • Easter is celebrated in different ways around the world, for instance with pancakes, hot cross buns and Easter eggs.	**To the ends of the Earth** Jesus went to His Father but sent us a special helper, the Holy Spirit at Pentecost. • Pentecost is the birthday of the Church. • The parish church is a special place where we gather to meet, pray and sing. • Sunday is a special day for the Church to celebrate. • All people are God's children and brothers and sisters. We can be very different from one another but we are all God's family.	**Dialogue and encounter** • St Peter and St Paul were Jesus' friends and they travelled the world to share his message of love. • We are also friends of Jesus. • Someone from our local parish will visit us to talk about their faith and why it matters to them to be a friend of Jesus. • We will look at a range of pictures of Jesus from non-European traditions to understand that Jesus has friends all over the world and they love him. • We will invite someone from the local community who represents a different faith to talk about their experiences of God.
RSHE		**Story Sessions:** Handmade with love – We are created individually by God as part of His creation plan **Session 1:** I am Me • We are each unique, with individual gifts, talents and skills.	**Session 1:** I like, You like, We all like! • That we all have different 'tastes' (likes and dislikes), but also similar needs (to be loved and respected, to be safe etc) **Session 2:** Good feelings, bad feelings • A language to describe their feelings	**Session 1:** Role Model • We are part of God's family **Session 1:** Who's Who? • To identify special people (e.g. parents, carers, friends) and what makes them special	**Session 1:** Safe inside and out • About safe and unsafe situations indoors and outdoors, including online. **Session 2:** My body, my rules • To know they are entitled to bodily privacy **Session 3:** Feeling poorly	**Session 1:** God is love • That God is love: Father, Son and Holy Spirit **Session 2:** Loving God, loving others • What a community is, and that God calls us to live in community with one another

'As a family we live, love, learn and celebrate with Jesus.'

		Session 2: Heads, Shoulders, Knees and Toes • That their bodies are good and made by God **Session 3:** Ready Teddy? • That our bodies are good and we need to look after them sleep and personal hygiene. **Subsidiarity** **Participation** **Promoting Peace** **Human dignity**	**Session 3:** Let's get real • Simple strategies for managing emotions and behaviour impact how we feel and respond. **Session 1:** Growing up • That there are natural life stages from birth to death, and what these are **Participation** **Promoting Peace** **Human dignity**	**Session 2:** You've got a friend in me • How their behaviour affects other people and that there is appropriate and inappropriate behaviour different types of teasing and that all bullying is wrong and unacceptable **Session 3:** Forever friends • To recognise when they have been unkind to others and say sorry.• That when we are unkind, we hurt God and should say • recognise when people are being unkind to them and others and how to respond. **Promoting Peace** **Participation** **Human Dignity** **The Common Good** **Stewardship**	• Medicines should only be taken when a parent or doctor gives them to us. **Session 4:** People who help us • There are lots of jobs designed to help us. **Human Dignity** **Solidarity**	**Session 1:** Me, You, Us • That they belong to various communities, such as home, school, parish, the wider local area, nation and the global community• That they should help at home with practical tasks such as keeping their room tidy, helping in the kitchen, etc.• That we have a duty of care for others and for the world we live in (charity work, recycling, etc.)• About what harms and what improves the world in which they live **Human Dignity** **Participation**
CAL	- Sitting on the carpet, maintaining attention, sitting quietly - Introduced storyline or narrative into their play - Retell stories with puppets	- Two-channelled attention – can listen and do for short span - Responds to instructions involving a two-part sequence - Uses talk to organise, sequence and clarify thinking, ideas, feelings and events - Retell a story - Ask and answer questions based on a story they have heard	- Listens and responds to ideas expressed by others in conversation or discussion - Uses language to imagine and recreate roles and experiences in play situations - Retell a story - Predict what might happen in a story or situation - Ask and answer questions based on a story they have heard - Responds to instructions involving a two-part sequence.	- Able to follow a story without pictures or props - Retell a story - Predict what might happen in a story or situation - Ask and answer questions based on a story they have heard - Respond appropriately to what others say, while engaged in another activity - Responds to instructions involving a two-part sequence. - Answer 'how' and 'why' questions about experiences and stories or events - Use correct tenses when speaking - Develop own narratives and explanations by connecting ideas or events	- Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words - Retell a story - Predict what might happen in a story or situation - Respond appropriately to what others say, while engaged in another activity - Responds to instructions involving a two-part sequence. - Answer 'how' and 'why' questions about experiences and stories or events - Use correct tenses when speaking - Develop own narratives and explanations by connecting ideas or events	- Retell a story - Predict events in a story - Respond appropriately to what others say, while engaged in another activity - Answer 'how' and 'why' questions about experiences and stories or events - Use correct tenses when speaking - Develop own narratives and explanations by connecting ideas or events - Express themselves effectively, showing awareness of listeners' needs
PD	**Get set 4 PE:** Introduction to PE unit 1 **Development matters 2021:** **Gross Motor -** Continue to develop their movement, balancing, riding (scooters, trikes and bikes) as well as ball skills.	**Get set 4 PE:** Fundamentals unit 1 **Development matters 2021:** **Gross Motor -** Continue to develop their movement, balancing, riding (scooters, trikes and bikes) as well as ball skills.	**Get set 4 PE:** Ball skills **Development matters 2021:** **Gross Motor -** Continue to develop their movement, balancing, riding (scooters, trikes and bikes) as well as ball skills.	**Get set 4 PE:** Dance **Development matters 2021:** **Gross Motor -** Continue to develop their movement, balancing, riding (scooters, trikes and bikes) as well as ball skills.	**Get set 4 PE:** Gymnastics **Development matters 2021:** **Gross Motor -** Continue to develop their movement, balancing, riding (scooters, trikes and bikes) as well as ball skills.	**Get set 4 PE-** Games **Development matters 2021:** Develop the foundations of a handwriting style which is fast, accurate and efficient.

	Go up steps and stairs, or climb up apparatus using alternate feet. Skip, hop, stand on one leg and hold a pose for games such as musical statues. Use large muscle movements to wave flags, streamers, to paint and make marks. Start taking part in some group activities which they make up for themselves or in teams. **Fine Motor –** Start to eat independently and learn how to use knife and fork. Be mostly independent with self care (washing hands and using the toilet.) Begin to dress and undress independently Use one handed tools and equipment (making snips in paper with scissors)	Go up steps and stairs, or climb up apparatus using alternate feet. Skip, hop, stand on one leg and hold a pose for games such as musical statues. Use large muscle movements to wave flags, streamers, to paint and make marks. Start taking part in some group activities which they make up for themselves or in teams. **Fine Motor –** Start to eat independently and learn how to use knife and fork. Be mostly independent with self care (washing hands and using the toilet.) Begin to dress and undress independently Use one handed tools and equipment (making snips in paper with scissors)	Go up steps and stairs, or climb up apparatus using alternate feet. Skip, hop, stand on one leg and hold a pose for games such as musical statues. Use large muscle movements to wave flags, streamers, to paint and make marks. Start taking part in some group activities which they make up for themselves or in teams. **Fine Motor –** Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand. Start to eat independently and learn how to use knife and fork. Be mostly independent with self care (washing hands and using the toilet.) Begin to dress and undress independently Use one handed tools and equipment (making snips in paper with scissors)	Go up steps and stairs, or climb up apparatus using alternate feet. Skip, hop, stand on one leg and hold a pose for games such as musical statues. Use large muscle movements to wave flags, streamers, to paint and make marks. Start taking part in some group activities which they make up for themselves or in teams. Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. **Fine Motor –** Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand. Start to eat independently and learn how to use knife and fork. Be mostly independent with self care (washing hands and using the toilet.) Begin to dress and undress independently Use one handed tools and equipment (making snips in paper with scissors)	Go up steps and stairs, or climb up apparatus using alternate feet. Skip, hop, stand on one leg and hold a pose for games such as musical statues. Use large muscle movements to wave flags, streamers, to paint and make marks. Start taking part in some group activities which they make up for themselves or in teams. Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. Choose the right resources to carry out a plan. Collaborate with others to manage large items, such as moving a large plank. **Fine Motor –** Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand. Start to eat independently and learn how to use knife and fork. Be mostly independent with self care (washing hands, toothbrushing and using the toilet.) Be increasingly independent as they get dressed and undressed. Make healthy choices about food, drink, activities and tooth brushing. Use one handed tools and equipment (making snips in paper with scissors)	Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor Progress towards a more fluent style of moving, with developing control and grace. Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing
PSED		**Development matters 2021:** Has a sense of responsibility and membership within a community. Begin to show confidence in social situations. Playing with one or more children and extending ideas. Increasingly following rules and understanding why we have rules.	**Development matters 2021:** Has a sense of responsibility and membership within a community. Begin to show confidence in social situations. Playing with one or more children and extending ideas. Increasingly following rules and understanding why we have rules.	**Development matters 2021:** Begin to show confidence in social situations. Playing with one or more children and extending ideas. Increasingly following rules and understanding why we have rules. Using words such as happy, sad angry or worried.	**Development matters 2021:** Shows confidence in social situations. Playing with one or more children and extending ideas. Increasingly following rules and understanding why we have rules. Can express their feelings and beginning to consider how their peers feel.	**Development matters 2021:** Shows confidence in social situations. Talk with peers on how to solve conflict. Increasingly following rules and understanding why we have rules.

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		Can express their feelings and beginning to consider how their peers feel.	Can express their feelings and beginning to consider how their peers feel. Using words such as happy, sad angry or worried.	Can express their feelings and beginning to consider how their peers feel.	Using words such as happy, sad angry or worried.	Can express their feelings and beginning to consider how their peers feel. Using words such as happy, sad angry or worried.
Literacy **Phonics**	**Essentials Writing** Children will learn that listening to and engaging with books is enjoyable and can be interactive. Children will start to learn that text conveys meaning and that we read left to right. They will also start to learn that books have a title and often have drawings on each page. They will realise, with support, that they can make under the flap pages to share with their friends Children will learn that they are represented in books. Children will start to learn that there are characters in books that they can relate to. They will also start to learn that stories can help you express and understand your emotions. They will realise, with support, that they can make cards/banners to display in their environment to share feelings and emotions with others. **Phonics** Listening and attention activities General sound discrimination activities	**Essentials Writing** Children will enjoy listening to and joining in with poetry and rhyme books in group sessions, with their friends and independently. Children will start to discriminate between and develop phonemic awareness of words that rhyme. They will, with support start to make 'silly sentences' which adults can scribe and help them to share. Children will learn that listening to maths picture books and engaging with maths rhymes and songs is enjoyable. Children will start to understand the link between numerals and counting physical objects. They will realise, with support, that they can start to represent numbers for themselves using their own symbols or numerals. **Little Wandle- Foundations for Phonics** Rhyme time- Listening to and joining in with nursery rhymes then taking part in activities with a focus on the following: Listening, Syllables, Rhyming, Alliteration, Sound knowledge. *This continued and built on across the year.* Tuning into sounds and oral blending activities Covering the initial phonemes:	**Essentials Writing** Children will learn that listening to animal stories is enjoyable. Children will start to talk about characters within the stories in simple sentences. 'The Little Red hen wants to make bread'. They will feel confident to share animal stories and with support start to think of and articulate their own versions. Children will learn that books can be used to provide them with information. Children will start to use new vocabulary in context through discussion and conversation. They will also start to learn that labels and key words are effective ways to share information with others. They will be able to, with support, create their own dinosaur fact book. **Little Wandle- Foundations for Phonics** Rhyme time, tuning into sounds and oral blending activities- *daily*. Covering the initial phonemes: d g o c k e	**Essentials Writing** Children will learn that listening to stories is enjoyable. Children will continue to talk about characters within the stories in simple sentences. 'Astro Girl loves space and looking at the stars' They will feel confident to share stories and with support start to think of and articulate their own versions. Children will learn that books can be used to share experiences and links to real life. Children will identify a range of professions and be able to retell simple descriptions about their roles. They will also start to learn that they may have a job when they are older and understand the skills and knowledge required to help others. They will be able to, with support, write a thank you letter to someone who has helped them. **Little Wandle- Foundations for Phonics** Rhyme time, tuning into sounds and oral blending activities- *daily*. Covering the initial phonemes: u r h b f l	**Essentials Writing** Children will develop their active listening skills, relating to non-fiction and fiction texts about planting and growing seeds. Children will experience hands-on opportunities relating to planting and gardening and talk simply about the sequence of events involved. Depending on the provision, they may also talk simply about the life cycle of a frog or butterfly. Children will represent their understanding in marks, drawings and words in posters or booklets. Children will further develop their listening skills to listening to the experiences and memories of others. Children will talk about their experiences of changing and growing up and use the past tense with increasing accuracy. They will feel confident to make books about themselves or books for babies, based on what they know about babies and toddlers. **Little Wandle- Foundations for Phonics** Rhyme time, tuning into sounds and oral blending activities- *daily*. Covering the initial phonemes: j v w y z qu ch	**Essentials Writing** Children will further develop their active listening skills by being exposed to longer, more complex stories. Children will experience hands-on story-telling opportunities in the role play and small world areas, this will support them to start sequencing stories and re-telling them in increasing detail. Children will represent their understanding in marks, drawings and words in their self-made books. Children will further develop their active listening skills by responding to traditional tales and joining in with familiar refrains. Children will experience re-telling stories using props, puppets and other small world items, they might even perform them to their peers. Children will represent their understanding in marks, drawings and words in traditional tales of their own and will begin to understand what happens at the beginning, the middle, and the end of a story. **Little Wandle- Foundations for Phonics** Rhyme time, tuning into sounds and oral blending activities- *daily*. Covering the initial phonemes: ck x sh th ng nk

THE HOLY FAMILY CATHOLIC PRIMARY SCHOOL LONG TERM PLAN YEAR N: 2026-2027 TEACHER: Miss Tinsley/Mrs Lovell

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Maths	**White Rose Maths** **Counting** Development matters ● Says some counting words. ● May engage in counting-like behaviour, making sounds and pointing or saying some numbers in sequence ● Begins to say numbers in order, some of which are in the right order (ordinality) **Pattern** Development matters ● Joins in with and predicts what comes next in a story or rhyme ● Beginning to arrange items in their own patterns, e.g. lining up toys **Shape and measure** Development matters ● Pushes objects through different shaped holes, and attempts to fit shapes into spaces on inset boards or puzzles ● Beginning to select a shape for a specific space **Comparison** Development matters ● Responds to words like lots or more ● Explores capacity by selecting, filling and emptying containers, e.g. fitting toys in a pram	**White Rose Maths** **Subitising** Development matters ● Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). **Counting** Development matters ● Begins to say numbers in order, some of which are in the right order (ordinality) ● Beginning to count on their fingers. **Pattern** Development matters ● Becoming familiar with patterns in daily routines ● Joins in with and predicts what comes next in a story or rhyme ● Beginning to understand that things might happen now or at another time, in routines ● **Shape and measure** Development Matters ● Compare sizes, weights etc. using gesture and language – 'bigger/little/smaller', 'high/low', 'tall', 'heavy'. ● Understand position through words alone – for example, "The bag is under the table," – with no pointing. **Comparison** Development matters ● Compare quantities using language: 'more than', 'fewer than'.	**White Rose Maths** **Subsisting** Development matter ● Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). ● Show 'finger numbers' up to 5 **Counting** Development matters ● Say one number for each item in order: 1, 2, 3, 4, 5. ● Show 'finger numbers' up to 5. ● Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. **Pattern** Development matters ● Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs', etc. **Shape, Space and measure** Development matters ● Climb and squeeze themselves into different types of spaces. ● Complete inset puzzles. Discuss routes and locations, using words like 'in front of' and 'behind'. **Comparison** Development Matters ● 3 and 4-year-olds – Compare quantities using language: 'more than', 'fewer than'	**White Rose Maths** **Subitising** Development Matters ● Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). ● Show 'finger numbers' up to 5. **Counting** Development matters ● Say one number for each item in order: 1,2,3,4,5. ● Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Pattern Development matters ● Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs', etc **Shape, Space and measure** Development matters ● Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc. ● Combine shapes to make new ones – an arch, a bigger triangle, etc. ● Describe a familiar route.	**White Rose Maths** **Pattern** Development matters ● Talk about and identify patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs', etc. ● Extend and create ABAB patterns – stick, leaf, stick, leaf **Shape space and measure** Development matters ● Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. ● Discuss routes and locations, using words like 'in front of' and 'behind' **Counting** Development matter ● Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). ● Show 'finger numbers' up to 5. ● Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. **Recap previously taught learning**	**White Rose Maths** **Pattern** Development matter ● Extend and create ABAB patterns – stick, leaf, stick, leaf. ● Notice and correct an error in a repeating pattern. ● Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then... **Make own counting book** **Recap previously taught learning** **Umbers to 10**

'As a family we live, love, learn and celebrate with Jesus.'

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UTW	**Ourselves** **Seasonal changes- Autumn** **Harvest** **Diwali- 20th Oct** **Development matters 2021:** -Use their senses in hands on experiences of natural materials. -Begin to make sense of their own life stories.	**Christmas** **Bonfire Night** **International week** **Remembrance Day-** **Road Safety Week w/b-17th Nov** **Development matters 2021:** -Explore collections of materials with similar and different properties. -Explore how things work. - Talk about the difference between materials and how they change.	**Chinese New Year** **Development matters 2021:** -Talk about what they see, using a wide range of Vocabulary. -Explore how things work. - Continue to develop positive attitudes about the differences between people	**Seasonal changes- Spring** **Easter** **Development matters 2021:** -Understand the effect of changing seasons on the natural world around them. -Describe what they see, hear and feel whilst outside. -Explore the natural world around them. -Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world -Developing an understanding of growth, decay and changes over time	**Development matters 2021:** Explore the natural world around them. -Recognise some similarities and differences between life in this country and life in other countries. - Developing an understanding of growth, decay and changes over time - Shows care and concern for living things and the environment	**Seasonal changes- Summer** **Transition/ new beginnings** **Development matters 2021:** -Begin to make sense of Family's history. -Know that there are different countries in the world and talk about the differences they have seen. -Show an interest in different occupations. - Begin to understand the need to respect and care for the natural environment and all living things
EAD	**Development matters 2021:** -Take part in pretend play. -Explore different materials freely.	**Development matters 2021:** -Begin to listen to sounds. -Begin to develop complex stories using small world resources. -Develop their own ideas and then decide which resources to use to express them. -Create closed shapes with continuous lines. - Begin to remember songs and rhymes.	**Development matters 2021:** -Draw with increasing complexity and detail. -Explore colour and colour mixing. -Listen with increased attention to sounds. -Remember and sing entire songs.	**Development matters 2021:** -Use drawing to represent ideas like movement or loud noises. -Respond to what they've heard, expressing thoughts and feelings. -Singing the pitch of a tone sung by another person. -Sing the melodic shape of familiar songs.	**Development matters 2021:** - Make imaginative and complex small world scenes. -Join materials to explore different textures. - Play instruments with increasing control to express their feelings and ideas.	**Development matters 2021:** -Show different emotions in their drawings and paintings like happy or sad. -Create their own songs or improvise a song around one they know.