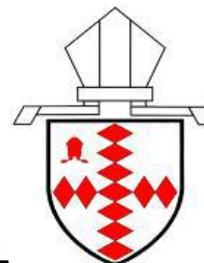




# St PAUL'S (C OF E) PRIMARY SCHOOL



## Nursery Long Term Cross Curricular Plan Year A 2018-2019

### Respect, Trust, Compassion

Topic → Subject	<u>Autumn 1</u> <u>Animals</u>	<u>Autumn 2</u> <u>Winter Wonderland</u>	<u>Spring 1</u> <u>Fairy Tales</u>	<u>Spring 2</u> <u>People who help us</u>	<u>Summer 1</u> <u>Families</u>	<u>Summer 2</u> <u>All about me</u>
↓ English (Books and main outcomes )	<p><b>Brown bear, Brown Bear</b> (2 weeks): Repeated refrain, Rhyming</p> <p><b>Farmer Duck</b> (2 weeks): Questioning</p> <p><b>We're going on a bear hunt</b> (2 weeks) Repeated refrain, Oral retelling</p>	<p><b>Penguin and Pinecone</b> (2 weeks): Story structure, how stories end, Similarities and differences</p> <p><b>Penguins can't Fly</b> (2 weeks): Relaying information, interest in story.</p> <p><b>Nativity</b></p>	<p><b>Jack and the Beanstalk</b> (2 weeks): Story structure, recall</p> <p><b>Three Little Pigs</b> (2 weeks): Oral retelling, continuing a rhyming string</p> <p><b>The Gingerbread man</b> (2 weeks): Rhythm and rhyme, Repeated refrain</p>	<p><b>Dylan the Doctor</b> (2 weeks): Focussed role play, Labelling</p> <p><b>Percy the Park keeper</b> (2 weeks): Getting information from books, purposeful mark making</p> <p><b>I'm Afraid Your Teddy Is In Trouble Today:</b> (2 weeks): Story structure, Predicting endings</p>	<p><b>All Families are special</b> (3 weeks): Listening in small groups, describing key events</p> <p><b>Mixed me</b> (3 weeks): Explaining own knowledge, Making links, confident to speak</p>	<p><b>We are all wonders</b> (3 weeks): Name writing, description, responding to what others have said.</p> <p><b>It's okay to be different</b> (3 weeks): Differences and similarities, Letter formation, listening in groups</p>

<p><b>Phonics</b> (See Letters and Sounds planning for more detail)</p>	<p>Phase 1: Letters and sound sets:</p> <p>Aspect 1 - environmental Aspect 2 - instrumental sounds Aspect 3 - body percussion Aspect 4 - Rhythm and rhyme</p> <p><b>Baseline Assessment</b></p>	<p>Phase 1: Letters and sound sets:</p> <p>Aspect 1 - environmental Aspect 2 - instrumental sounds Aspect 3 - body percussion Aspect 4 - Rhythm and rhyme</p> <p><b>Assessment</b></p>	<p>Phase 1: Letters and sound sets:</p> <p>Aspect 1 - environmental Aspect 2 - instrumental sounds Aspect 3 - body percussion Aspect 4 - Rhythm and rhyme</p>	<p>Phase 1: Letters and sound sets:</p> <p>Aspect 1 - environmental Aspect 2 - instrumental sounds Aspect 3 - body percussion Aspect 4 - Rhythm and rhyme Aspect 5 - Alliteration Aspect 6 - Voice sounds Aspect 7 - Oral blending and segmenting</p> <p><b>Assessment</b></p>	<p>Phase 1: Letters and sound sets:</p> <p>Aspect 1 - environmental Aspect 2 - instrumental sounds Aspect 3 - body percussion Aspect 4 - Rhythm and rhyme Aspect 5 - Alliteration Aspect 6 - Voice sounds Aspect 7 - Oral blending and segmenting</p>	<p>Phase 1: Letters and sound sets:</p> <p>Aspect 1 - environmental Aspect 2 - instrumental sounds Aspect 3 - body percussion Aspect 4 - Rhythm and rhyme Aspect 5 - Alliteration Aspect 6 - Voice sounds Aspect 7 - Oral blending and segmenting</p> <p>Phase 2: Set 1: s, a, t, p. (week on each)</p> <p><b>Assessment</b></p>
<p><b>Maths</b> (Key units from White Rose Plans)</p>	<p>Baseline <b>(3 weeks)</b></p> <p>Numbers: counting and recognition <b>(3 weeks)</b></p>	<p>Shape, space and measures: 2D shape (2 weeks)</p> <p>Numbers: counting, comparing groups <b>(3 weeks)</b></p> <p>Shape, space and measures: Patterns <b>(1 week)</b></p>	<p>Numbers: counting and recognition <b>(3 weeks)</b></p> <p>Shape, space and measures: Shape <b>(3 weeks)</b></p>	<p>Numbers: addition and subtraction <b>(3 weeks)</b></p> <p>Shape, space and measures: Positional language Describing shapes <b>(3 weeks)</b></p>	<p>Numbers: counting and recognition <b>(2 weeks)</b></p> <p>Numbers: addition and subtraction <b>(2 weeks)</b></p> <p>Numbers: doubling, halving and sharing <b>(2 weeks)</b></p>	<p>Numbers: counting <b>(1 weeks)</b></p> <p>Shape, space and measures: 2D shapes <b>(3 weeks)</b></p> <p>Consolidation/ Assessments <b>(2 weeks)</b></p>

**Physical Social  
Emotional  
Development  
(Development  
matters)**

**30 – 50: Making relationships**

Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.

Initiates play, offering cues to peers to join them. Keeps play going by responding to what others are saying or doing.

**Self-confidence and self-awareness:** Can select and use activities and resources with help. Welcomes and values praise for what they have done.

**Managing feelings and behaviour:** Aware of own feelings, and knows that some actions and words can hurt others' feelings.

Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.

Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met.

**30 – 50: Making relationships**

Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.

Initiates play, offering cues to peers to join them. Keeps play going by responding to what others are saying or doing.

Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.

**Self-confidence and self-awareness:** Can select and use activities and resources with help. Welcomes and values praise for what they have done. Enjoys responsibility of carrying out small tasks. Is more outgoing towards unfamiliar people and more confident in new social situations.

Confident to talk to other children when playing, and will communicate freely about own home and community. Shows confidence in asking adults for help.

**Managing feelings and behaviour:** Aware of own feelings, and knows that some actions and words can hurt others' feelings.

Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.

Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met.

Can usually adapt behaviour to different events, social situations and changes in routine.

**40 – 60: Making relationships**

Initiates conversations, attends to and takes account of what others say.

Explains own knowledge and understanding, and asks appropriate questions of others

**Self-confidence and self-awareness:** Confident to speak to others about own needs, wants, interests and opinions.

**Managing feelings and behaviour:**

Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.

**Communication  
Language  
(Development  
matters)**

**30-50: Listening and attention:**

Listens to stories with increasing attention and recall.

Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.

**Understanding:** Understands use of objects (e.g. *“What do we use to cut things?”*)  
Shows understanding of prepositions such as ‘under’, ‘on top’, ‘behind’ by carrying out an action or selecting correct picture.

**Speaking:** Beginning to use more complex sentences to link thoughts (e.g. *using and, because*).

Can retell a simple past event in correct order. Uses talk to connect ideas, explain

**30-50: Listening and attention:**

Listens to others one to one or in small groups, when conversation interests them.

Listens to stories with increasing attention and recall.

Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.

Focusing attention – still listen or do, but can shift own attention.

Is able to follow directions (if not intently focused on own choice of activity).

**Understanding:** Understands use of objects (e.g. *“What do we use to cut things?”*)

Shows understanding of prepositions such as ‘under’, ‘on top’, ‘behind’ by carrying out an action or selecting correct picture.

Responds to simple instructions, e.g. to get or put away an object.

Beginning to understand ‘why’ and ‘how’ questions.

**Speaking:** Beginning to use more complex sentences to link thoughts (e.g. *using and, because*).

Can retell a simple past event in correct order. Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. Questions why things happen and gives explanations; *who, what, when, how*. Uses a range of tenses, intonation, rhythm and phrasing to make the meaning clear to others. Uses vocabulary focused on objects and people that are of particular importance to them.  
Builds up vocabulary that reflects the

**40-60: Listening and attention:**

Maintains attention, concentrates and sits quietly during appropriate activity.

**Understanding:** Responds to instructions involving a two-part sequence.

Understands humour, e.g. nonsense rhymes, jokes.

**Speaking:** Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.

		breadth of their experiences. Uses talk in pretending that objects stand for something else in play.	
Physical Development	<p><b>22 – 36: Physical development:</b> Runs safely on whole foot. Squats with steadiness to rest or play with object on the ground, and rises to feet without using hands. Climbs confidently and is beginning to pull themselves up on nursery play climbing equipment. Can kick a large ball.</p> <p><b>22 - 36: Health and self care:</b> Feeds self competently with spoon. Drinks well without spilling. Clearly communicates their need for potty or toilet. Beginning to recognise danger and seeks support of significant adults for help. Helps with clothing, e.g. puts on hat, unzips zipper on jacket, takes off unbuttoned shirt. Beginning to be independent in self-care, but still often needs adult support.</p> <p><b>30 – 50: Physical development:</b> Can catch a large ball. Draws lines and circles using gross motor movements. Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. Holds pencil between thumb and two fingers, no longer using whole-hand grasp. Holds pencil near point between first two fingers and thumb and uses it with good control.</p> <p><b>30 – 50: Health and self care:</b> Can tell adults when hungry or tired or when they want to rest or play. Understands that equipment and tools have to be used safely.</p>	<p><b>30 – 50: Physical development:</b> Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. Mounts stairs, steps or climbing equipment using alternate feet. Walks downstairs, two feet to each step while carrying a small object. Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. Can stand momentarily on one foot when shown. Can catch a large ball. Draws lines and circles using gross motor movements. Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. Holds pencil between thumb and two fingers, no longer using whole-hand grasp. Holds pencil near point between first two fingers and thumb and uses it with good control. Can copy some letters, e.g. letters from their name.</p> <p><b>30 – 50: Health and self care:</b> Can tell adults when hungry or tired or when they want to rest or play. Understands that equipment and tools have to be used safely. Gains more bowel and bladder control and can attend to toileting needs most of the time themselves. Can usually manage washing and drying hands. Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper</p>	<p><b>40 – 60: Physical development:</b> Experiments with different ways of moving. Jumps off an object and lands appropriately. Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. Travels with confidence and skill around, under, over and through balancing and climbing equipment. Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.</p> <p><b>40 – 60: Health and self care:</b> Eats a healthy range of foodstuffs and understands need for variety in food. Usually dry and clean during the day.</p>

<p><b>Understanding the World (Development matters)</b></p>		<p>once it is fastened at the bottom.</p>	
	<p><b>30 – 50: People and communities:</b> Shows interest in the lives of people who are familiar to them. Remembers and talks about significant events in their own experience. Recognises and describes special times or events for family or friends.</p> <p><b>The world:</b> Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. Can talk about some of the things they have observed such as plants, animals, natural and found objects.</p> <p><b>Technology:</b> Knows how to operate simple equipment, e.g. turns on CD player and uses remote control. Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones.</p>	<p><b>30 – 50: People and communities:</b> Shows interest in the lives of people who are familiar to them. Remembers and talks about significant events in their own experience. Recognises and describes special times or events for family or friends.</p> <p>Shows interest in different occupations and ways of life. Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.</p> <p><b>The world:</b> Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. Can talk about some of the things they have observed such as plants, animals, natural and found objects.</p> <p>Talks about why things happen and how things work. Developing an understanding of growth, decay and changes over time. Shows care and concern for living things and the environment.</p> <p><b>Technology:</b> Knows how to operate simple equipment, e.g. turns on CD player and uses remote control. Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones. Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images. Knows that information can be retrieved from computers.</p>	<p><b>40 – 60: People and communities:</b> Enjoys joining in with family customs and routines.</p> <p><b>The world:</b> Looks closely at similarities, differences, patterns and change.</p> <p><b>Technology:</b> Completes a simple program on a computer. Uses ICT hardware to interact with age-appropriate computer software.</p>

<p style="text-align: center;"><b>RE</b></p> <p style="text-align: center;">Topics and key objectives taken from SDBE – Southwark Diocesan Board of Education: Syllabus for Religious Education</p>	<p style="text-align: center;"><b>Who Made The Wonderful World? (Creation) (6 weeks)</b></p> <p>To know Concepts of valuable and precious; What Christians believe about creation; The Bible; The natural world; Each individual is unique and precious; Thankfulness; The Church; Harvest Festival; Sharing the gifts of creation.</p> <p style="text-align: center;"><b>(Respect, Trust and Compassion)</b></p>	<p style="text-align: center;"><b>Why is Christmas special for Christians? (6 weeks)</b></p> <p>To know The story of Jesus’ birth; The emotions of the characters in the Christmas story; Preparing for Christmas; Christmas is a special time for Christians; Why Christmas is a special time for Christians: God came to earth, in human form, as Jesus. Jesus’ birth brings a message of joy, peace and good news.</p> <p style="text-align: center;"><b>Nativity</b></p>	<p style="text-align: center;"><b>What Is So Special About Easter? (6 weeks)</b></p> <p>To know The events of Holy Week, as celebrated by Christians – the Easter story; Christians believe Jesus died on a cross to show God’s love to the world and that because of Jesus, everyone can be forgiven for their ‘sins’; That Christians believe Jesus rose from the dead; Beginning to recognise the importance of bread and wine for Christians; How Christians remember what happened at Easter and how they celebrate the festival of Easter.</p> <p style="text-align: center;"><b>(Respect, Trust and Compassion)</b></p>	<p style="text-align: center;"><b>Incarnation - Why do Christians believe Jesus is special? (6 weeks)</b></p> <p>To know Christians believe that Jesus: loves everyone; is God’s son; was God born as a human, (Incarnation;); works miracles including healing people and teaches people to love others.</p>	<p style="text-align: center;"><b>How Did Jesus ‘Rescue’ People? (6 weeks)</b></p> <p>To know Bible stories which demonstrate the Christian belief that Jesus came to save (or ‘rescue’) people and give them “life in all its fullness”.</p> <p>Jesus healing the blind beggar</p> <p>The 10 Lepers</p> <p>Story of Zacchaeus</p> <p>The Centurion’s servant</p> <p>Jesus Calming the Storm</p> <p style="text-align: center;"><b>(Respect, Trust and Compassion)</b></p>	
<p style="text-align: center;"><b>Expressive Arts and Design (Development matters)</b></p>	<p style="text-align: center;"><b>30 – 50: Exploring and using media and materials:</b> Enjoys joining in with dancing and ring games. Sings a few familiar songs. Beginning to move rhythmically. Imitates movement in response to music.</p>	<p style="text-align: center;"><b>30 – 50: Exploring and using media and materials:</b> Enjoys joining in with dancing and ring games. Sings a few familiar songs. Beginning to move rhythmically. Imitates movement in response to music.</p>	<p style="text-align: center;"><b>40 – 60: Exploring and using media and materials:</b> Begins to build a repertoire of songs and dances. Explores the different sounds of instruments. Explores what happens when they mix colours.</p>			

Taps out simple repeated rhythms. Explores and learns how sounds can be changed. Explores colour and how colours can be changed.

**Being imaginative:** Developing preferences for forms of expression. Uses movement to express feelings. Creates movement in response to music. Sings to self and makes up simple songs. Makes up rhythms. Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there. Engages in imaginative role-play based on own first-hand experiences.

Taps out simple repeated rhythms. Explores and learns how sounds can be changed. Explores colour and how colours can be changed. Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects. Beginning to be interested in and describe the texture of things. Uses various construction materials. Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. Joins construction pieces together to build and balance. Realises tools can be used for a purpose.

**Being imaginative:** Developing preferences for forms of expression. Uses movement to express feelings. Creates movement in response to music. Sings to self and makes up simple songs. Makes up rhythms. Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there. Engages in imaginative role-play based on own first-hand experiences. Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'. Uses available resources to create props to support role-play. Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.

Experiments to create different textures. Understands that different media can be combined to create new effects. Manipulates materials to achieve a planned effect. Constructs with a purpose in mind, using a variety of resources. Uses simple tools and techniques competently and appropriately. Selects appropriate resources and adapts work where necessary. Selects tools and techniques needed to shape, assemble and join materials they are using.

**Being imaginative:** Create simple representations of events, people and objects. Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. Chooses particular colours to use for a purpose. Introduces a storyline or narrative into their play. Plays alongside other children who are engaged in the same theme. Plays cooperatively as part of a group to develop and act out a narrative.