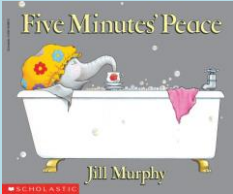

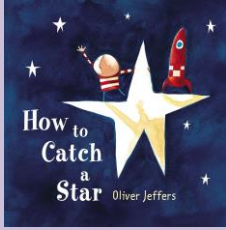
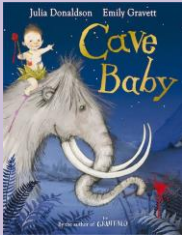




Sapphire 2024- 2025 Long Term Overview

	Autumn Term		Spring Term		Summer Term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topics</b>	Autumn Me and my family	Winter Me and my village Tesworth	Spring Me and my Town Thame	Spring Me and my county Oxfordshire	Summer Me and my Country England	Summer Me in the World
<b>Key Books</b>	<b>Me and My Community</b>  Five minutes peace Lost and Found The Lion and the Mouse	<b>Once upon a time</b>  There is no Dragon in this story Princes Daisy and the Dragon and the Nincompoop knights Hansel and Gretel	<b>Starry Night</b>  How to catch a star Tell me something happy before I go to sleep Look up!	<b>Dangerous Dinosaurs</b>  Cave Baby The Girl and the Dinosaur Tyrannosaurus Drip	<b>Sunshine and Sunflowers</b>  My Butterfly Boquet Errol's Garden The Tiny Seed	<b>Big Wide World</b>  All are Welcome Under the same sky David Attenborough Little people big dreams
<b>PHSE Jigsaw</b>	<b>Being Me in my World Who ... Me?!</b> To help others feel welcome How Am I Feeling Today? To try	<b>Celebrating Difference What Am I Good at? To accept that everyone is different I'm Special,</b>	<b>Dreams and Goals</b> Challenge To stay motivated when doing something challenging Never	<b>Healthy Me</b> Everybody's Body To make healthy choices	<b>Relationships My Family and Me To know how to make Friends To try and solve friendship</b>	<b>Changing Me My Body To understand that everyone is unique and special</b>

	<p>to help make our school community a better place Being at Nursery/School To think about everyone's right to learn Gentle Hands To care about other people's feelings Our Rights To work well with others Our Responsibilities To choose to follow the Learning Charter (Class rules)</p>	<p>I'm Me To include others when working and playing Families To know how to help if someone is being bullied</p> <p>Houses and Homes To try to solve problems Making Friends To try to use kind words Standing Up For Yourself To know how to give and receive compliments</p>	<p>Giving Up To keep trying even when it is difficult Setting a Goal To work well with a partner or in group Obstacles and Support To have a positive attitude Flight to the Future To help others achieve their goals Award Ceremony To work hard to achieve own dreams and goals</p>	<p>We Like to Move it Move it</p> <p>To eat a healthy, balanced diet Food Glorious Food To be physically active Sweet Dreams</p> <p>To try and keep themselves and others safe Keeping Clean To know how to be a good friend and enjoy healthy friendships Stranger Danger To know how to keep calm and deal with difficult situations</p>	<p>problems when they occur. To help others to feel part of a group Falling Out and Bullying.</p> <p>To show respect in how they treat others Falling Out and Bullying To know how to help themselves and others when they feel hurt or upset Being the Best Friend We Can Be To know and show what makes a good relationship</p>	<p>Respecting My Body To express how they feel when change happens Growing Up.</p> <p>To respect the changes that they see in themselves Growth and Change/Fun and Fears To understand and respect the changes that they see in other people Fun and Fears To know who to ask for help if they are worried about change.</p>
<b>Communication and language</b>	<p>Helicopter stories WELCOMM Speech and Language Poetry Basket – Autumn poems</p>	<p>Helicopter Stories WELCOMM Speech and Language Poetry Basket – Autumn poems</p>	<p>Helicopter stories WELCOMM Speech and Language Poetry Basket – Spring Poems</p>	<p>Helicopter stories WELCOMM Speech and Language Poetry Basket – Spring Poems</p>	<p>Helicopter stories WELCOMM Speech and Language Poetry Basket – Summer Poems</p> <p>Relationship development through team</p>	<p>Helicopter stories WELCOMM Speech and Language Poetry Basket – Summer Poems</p> <p>Relationship development through team</p>

					building and games.	building and games.
<b>Physical development</b>	Choose their own resources to carry out their own plan Activities for developing fine and gross motor skills	Revise and refine movement Rolling, crawling etc Activities for developing fine and gross motor skills	Combine movements with ease Activities for developing fine and gross motor skills Begin Get Set for PE – Introduction to PE/ Gymnastics	Activities for developing fine and gross motor skills Get Set for PE – Dance	Activities for developing fine and gross motor skills Get Set for PE – Ball skills	Work on Core muscle strength Activities for developing fine and gross motor skills Get Set for PE – Fundamentals
<b>Literacy</b>	<b>Writing for a purpose: Name writing/labels</b>  We will be teaching the skills for the children to write for a purpose based on their own interests. Reception Phonics-Phonic Bug phase 1	<b>Writing for a purpose: Story Mapping</b>  We will be teaching the skills for the children to write for a purpose based on their own interests. Reception Phonics-Phonic Bug phase 2	<b>Writing for a purpose: Cards</b>  We will be teaching the skills for the children to write for a purpose based on their own interests. Reception Phonics-Phonic Bug phase 2/3	<b>Writing for a purpose: Lists and Captions</b>  We will be teaching the skills for the children to write for a purpose based on their own interests. Reception Phonics-Phonic Bug Phase 3	<b>Writing for a purpose: stories, books and poetry.</b>  We will be teaching the skills for the children to write for a purpose based on their own interests. Reception Phonics-Phonic Bug Phase 3	<b>Writing for a purpose: postcards and letters</b>  We will be teaching the skills for the children to write for a purpose based on their own interests. Reception Phonics-Phonic Bug Phase 3/4
<b>Mathematics</b>	Using White Rose Maths Nursery: Nursery: Use of core rhymes to support mathematical development Reception Matching and Sorting, Measure and Pattern, Understanding of numbers 1,2, 3, 4 and 5,		Using White Rose Maths Nursery: Use of core rhymes to support mathematical development Reception Understanding of numbers 5,6,7,8, 9 and 10, Length height and time, Exploring 3D shapes Introduce board		Using White Rose Maths Nursery Use of core rhymes to support mathematical development Reception Understanding numbers to 20, Sharing and Grouping, Maps, Making connections between numbers. Different board games eg	

	2D shapes Use of Mathematical story books as used in White Rose		games Use of Mathematical story books as used in White Rose		snakes and ladders, dominoes to help to support mathematical development Use of Mathematical story books as used in White Rose	
<b>Understanding of the World</b>	Children to be able to talk about who they are Talk about people who are familiar to them.	<p>Key Knowledge: Children to know that they live in a Village called Tetsworth.</p> <p>Key Questions Where do I live? What is a village? What do we have in our village? Key vocab Village, Village Hall, school, map, street, house, bungalow, route, direction, map, rural</p>	<p>Key knowledge Children to know that they live near a town called Thame</p> <p>Key Questions What is different between Tetsworth and Thame? What landmarks can we see in Thame? How can people help us? Key vocab Landmarks, town, estate, School, restaurants, doctors, library, shop, town square</p>	<p>Key knowledge Children know that they live near a city called Oxford.</p> <p>Key questions What are the features of a city? What is the same about Tetsworth, Thame and Oxford? What is different? What is a pro and what is a con for living in these places?</p> <p>Key Vocab Urban, pro, con, museum, River, University, Colleagues, large open spaces.</p>	<p>Key Knowledge Children know the capital city of England</p> <p>Key Questions What Landmarks do we see in London? What is different/the same as Tetsworth? What is it like to be in London?</p> <p>Key Vocab Urban, London eye, Buckingham palace, King, large, busy, site seeing, tourist, landmarks, countries, continents, global.</p>	<p>Key Knowledge Children know they live in England</p> <p>Key Questions What is a Country? What Country do I live in? How is it the same as other Countries/how is it different?</p> <p>Key Vocab County, Population, Cities, Villages, seaside and coasts.</p>

<b>Expressive Arts and Design</b>	To observe what they can see and begin to Potential outcomes Self portraits	Different painting techniques and colour mixing eg brushes, straws Potential outcomes Firework paintings	Ways of joining materials together Potential outcomes 3D models following children's interests	Begin to reflect on own creations and return to previous learning	Create collaboratively, sharing ideas and resources Potential outcomes Looking at different artist's work	Refine artist effects to express ideas and feelings
<b>School experiences and experimental learning</b>	Trip to the local area Trip to a local Forest to see Autumn Change  Thame Fire Station	Walk around Tetsworth	Visit to Thame	Healthy Cooking Growing vegetables and fruit The Story Museum in Oxford  Trip to tring museaum	Visit from local animal shelters	Farm trips