

Nursery Long Term Plan for RE 2020-21

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Concepts	Incarnation Why do Christians perform nativity plays at Christmas?		Salvation Why do Christians put a cross in an Easter garden?		Creation Why is the word 'God' so important to Christians?	
	Harvest Divali	Christmas	Chinese New Year	Easter	Creation Stories	Noah's Ark Eid
Discovery R.E.	Special people	Christmas	Celebrations	Easter	Story Time	Special Places
	What makes people special?	What is Christmas?	How do people celebrate?	What is Easter?	What can we learn from stories?	What makes places special?
Provision	Home corner Small world people play. Goldilocks Story basket and cottage. Puppets to explore roles and emotions; saying 'sorry' Forgiveness Interactive display for harvest; vegetables, corn, Non fiction books.	Home corner Autumn walks Tent for quiet times; reading, chatting with friends nocturnal animals- 'Owl Babies' Light and Dark, using torches, making shadows, Nativity story, singing, stories, role play, Make and give Christmas cards, Christmas party.	Home corner Learning about the celebration of Chinese New Year through music, dance, crafts, role play, cooking and tasting food.	Home corner Spring Walks Minibeast hunts Planting and growing; celebration of new growth, new life Mother's Day cards Egg hunts, Easter crafts, tasting hot cross buns.	Home corner 'Handa's Surprise' Exploring the variety of fruits. Where do they come from? Using our senses to explore unfamiliar fruits and vegetables. Growing our own fruit and veg in Nursery Garden. Create own books and stories	Home corner Trip to Thrigby Wildlife Gardens/ Pettitts (Caring for our world, seeing endangered animals) Noah Ark small world play Vet/ pet shop role play areas (Transition visits with Key worker)
On - going	Daily story telling, Learning Journeys; ongoing celebration of individual achievements, Key worker system; trust and security for families and children, Birthday celebrations (Crown and birthday song), Circle times; Valuing each other and everybody's contributions, Celebrating daily individual and class achievements; reward stickers, Daily prayers; Saying 'Thank you', Special helpers at snack time- learning to help, share, take turns and be patient, Forest school; taking care of our world, Sustained shared thinking- talking things through and questioning what is happening. 'I wonder what would happen if...', Restorative approach to behaviour.					

Values	Responsibility	Compassion	Generosity	Humility	Trust	Thankfulness
Characteristics of Learning	Playing and Exploring Engagement Finding out and exploring Playing with what they know Being willing to 'have a go'		Active Learning Motivation Being involved and concentrating Keeping on trying Enjoying achieving what they set out to do		Creating and Thinking Critically Thinking Having their own ideas Making links Choosing ways to do things	
PSED Curriculum 22-36 months 30-50 months	Making Relationships <ul style="list-style-type: none">Interested in others' play and starting to join in.Seeks out others to share experiences.Shows affection and concern for people who are special to them.May form a special friendship with another childCan 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 adult Self Confidence and awareness <ul style="list-style-type: none">Separates from main carer with support and encouragement from a familiar adult.Expresses own preferences and interests.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 <ul style="list-style-type: none">Seeks comfort from familiar adults when needed.Can express their own feelings such as sad, happy, cross, scared, worriedResponds to the feelings and wishes of others. Is aware that some actions can hurt or harm others.Tries to help or give comfort when others are distressed.Shows understanding and cooperates with some boundaries and routines.Can inhibit own actions/behaviours, e.g. stop themselves from doing something they shouldn't do.Growing ability to distract self when upset, e.g. by engaging in a new play activity.Aware of own feelings, and knows that some actions and words can hurt others' feelings.					

	<ul style="list-style-type: none">• 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.
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