



Stocksbridge Nursery Infant School

Stocksbridge Nursery Infant School- Long term plan EYFS – Reception and Nursery

EYFS – Reception

	Subject area	Autumn		Spring		Summer		
		Term 1 6 weeks	Term 2 8 weeks	Term 3 6 weeks	Term 4 5 weeks	Term 5 6 weeks	Term 6 7 weeks	
Reception And Nursery	Enquiry Theme	All About Me Me and my school	People who help us Staying healthy Staying safe	Winter into Spring		On the Farm	What can you see at the seaside?	
	Books	I like myself We are all different The Huey's Peace at last The Smed's and the Smoo's The 3 Little Pigs	1. Fire – Sparks In The Sky (Twinkl) 2. Dentist & Optician – Alan's Big Scary Teeth 3. Vets – Mog & The Vet, Hairy Maclary's Rumpus At The Vets 4. Road Safety Week – Police, 5. Medical - Zog 6. Medical 7. Post people – Jolly Postman 8. Christmas		The Enormous Turnip			
	Enquiry Question	Why am I special?						
	Prior knowledge	Nursery Data (if attended our school), baseline and ongoing assessment for learning						
	Future knowledge	Year 1 and 2						
	Trips/ Visitors	Local walk Trip to the Allotment- Autumn	Eureka Father Christmas Police Fire brigade Ambulance Vet		Trip to the allotment Spring		Seaside trip Trip to the allotment Summer	
	Festivals	Harvest	Halloween Bonfire Night Divali					



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			Christmas				
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Throughout all learning, the Reception Team will ensure activities and interactions which support the **Characteristics of Learning**:

PERSONAL AND SOCIAL DEVELOPMENT

Children’s personal, social and emotional development (PSED) is **crucial for children to lead healthy and happy lives**, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that **shape their social world**. Strong, warm and supportive relationships with adults enable children to learn how to **understand their own feelings and those of others**. Children should be supported to **manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist** and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn **how to look after their bodies, including healthy eating**, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which **children can achieve at school and in later life**.

Subject area	Autumn		Spring		Summer	
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
PSED Self Regulation Managing self Building relations	Jigsaw Being me in my world Know they have a right to learn and play, safely and happily Know that some people are different from themselves Know that hands can be used kindly and unkindly Know special things about themselves Know how happiness and sadness can be	Jigsaw Celebrating differences To understand differences make us all special and unique To know how my behaviour can affect others. To talk about others behaviour and explain why it is/ not acceptable.	Jigsaw Dreams and Goals To understand I can store memories and feelings of success in my treasure chest. To understand the link between what I learn now and the job I might do when I’m older.	Jigsaw Healthy me To make healthy choices in eating and exercise. To manage buttons and zips.	Jigsaw Relationships To express how I feel about a special person. To ask you questions to find out more about your special person. To stop and think before acting.	Jigsaw Changing me To understand which parts are private To try an alternative method to solve a problem when things do not go as I planned.



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	expressed Know that being kind is good					
	Class rules School rules Making friends old and new Understanding myself what I like, what I do not like. Looking and recognising different emotions	Being kind to our friends Our special home How we celebrate Christmaspro	New beginnings, New Year's resolutions, target, aspirations for when they are older. Percy Vere puppet Theo Thinker puppet Rosie Resourceful Learning team	Hand washing Making healthy food choices Importance of sleep	Problem solving between friends Being a good friend Managing feelings	Naming parts of the body How we have grown from being a baby Hopes and worries for moving to Y1

PHYSICAL DEVELOPMENT (PD)	Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives . Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness , co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination , which is later linked to early literacy . Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence .					
	Fine motor skills Threading, cutting, weaving, playdough, Fine Motor activities. Manipulate objects with good fine motor skills Draw lines and circles using gross motor movements	Fine motor skills Threading, cutting, weaving, playdough, Fine Motor activities. Develop muscle tone to put pencil pressure on paper Use tools to effect changes to materials Show preference for dominant hand	Fine motor skills Threading, cutting, weaving, playdough, Fine Motor activities. Begin to form letters correctly Handle tools, objects, construction and malleable materials with increasing control	Fine motor skills Threading, cutting, weaving, playdough, Fine Motor activities. Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed	Fine motor skills Threading, cutting, weaving, playdough, Fine Motor activities. Develop pencil grip and letter formation continually Use one hand consistently for fine motor tasks	Fine motor skills Threading, cutting, weaving, playdough, Fine Motor activities. Develop muscle tone to put pencil pressure on paper Use tools to effect changes to materials Show preference for dominant hand



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	Hold pencil/paint brush beyond whole hand grasp Pencil Grip	Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation. Sewing elves shoes-become Xmas decorations	Encourage children to draw freely. Holding Small Items / Button Clothing / Cutting with Scissors		Cut along a straight line with scissors / Start to cut along a curved line, like a circle / Draw a cross	Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation.
	Gross motor skills developed in indoor and outdoor PE sessions	Gross motor skills developed in indoor and outdoor PE sessions	Gross motor skills developed in indoor and outdoor PE sessions	Gross motor skills developed in indoor and outdoor PE sessions	Gross motor skills developed in indoor and outdoor PE sessions	Gross motor skills developed in indoor and outdoor PE sessions

COMMUNICATION AND LANGUAGE (CL)	The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added , practitioners will build children’s language effectively. Reading frequently to children , and engaging them actively in stories , non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts , will give children the opportunity to thrive. Through conversation, story-telling and role play , where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures .
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	<p>Listening, Attention and Understanding</p> <p>Daily stories at least 2 a day- end of day and snack time. Daily conversations back and forth. Introduce Kagan strategies</p>	<p>Listening, Attention and Understanding</p>	<p>Listening, Attention and Understanding</p>	<p>Listening, Attention and Understanding</p>	<p>Listening, Attention and Understanding</p>	<p>Listening, Attention and Understanding</p>
	<p>Speaking</p> <p>Answer the register Speak aloud in circle time Answer questions Speak to adults and peers in inputs and provision</p>	<p>Speaking</p>	<p>Speaking</p>	<p>Speaking</p>	<p>Speaking</p>	<p>Speaking</p>
<p>LITERACY</p>	<p>Word Reading Big Book texts-keywords</p> <p>Understand the five key concepts about print: Print has meaning; Print can have different purposes; we read English text from left to right and top to bottom; name of different parts of a</p>	<p>Word Reading Big Book texts-keywords</p> <p>Read CVC words and remember keywords to support reading simple phrases.</p>	<p>Word Reading Big Book texts-keywords</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p>	<p>Word Reading Big Book texts-keywords</p> <p>Read a few common exception words matched to school scheme. Read some letter groups that represent one sound. Re-read books to build up confidence in word reading and fluency and their</p>	<p>Word Reading Big Book texts-keywords</p> <p>Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge,</p>	<p>Word Reading Big Book texts-keywords</p> <p>Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge,</p>



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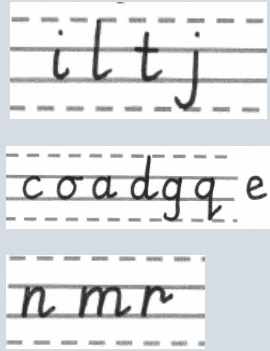
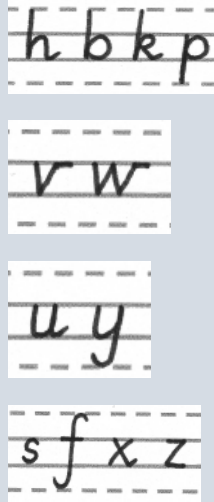
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	book; page sequencing.			understanding and enjoyment.	including some common exception words	including some common exception words
	Word reading Monster Phonics SSP	Word reading Monster Phonics SSP	Word reading Monster Phonics SSP	Word reading Monster Phonics SSP	Word reading Monster Phonics SSP	Word Reading Monster Phonics SSP



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	Handwriting	Handwriting	Handwriting	Handwriting	Handwriting	Handwriting
	<p>Teach in the order of monster phonics sounds taught:</p> <p>s, a, t, p, i, n, m, d, g, o c k, e, u, r, h, b, f, l,</p>	<p>Teach in the order of monster phonics sounds taught:</p> <p>j, v, w, x, y, z, q, Recap from the beginning</p>	<p>Teach in letter families</p> 	<p>Teach in letter families</p> 	<p>Recap letter families as Spring term</p>	<p>Recap letter families as Spring term</p>
	<p>Comprehension Ask questions about the book. Make comments and share their own ideas. Develop play around favourite stories using props.</p>	<p>Comprehension Engage in extended conversations about stories, learning new vocabulary.</p>	<p>Comprehension Use vocabulary and forms of speech that are increasingly influenced by their range of books.</p>	<p>Comprehension Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p>	<p>Comprehension Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate – where appropriate – key events in stories. Use and understand recently introduced vocabulary during discussions about</p>	



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					stories, nonfiction, rhymes and poems and during role-play.	
	<p>Writing Write some or all of their name. Write some letters accurately.</p>	<p>Writing Use some of their print and letter knowledge in their early writing. Form lower-case and capital letters correctly.</p>	<p>Writing Spell words by identifying the sounds and then writing the sound with letter/s.</p>	<p>Writing Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense.</p>	<p>Writing Write recognisable letters, most of which are correctly formed Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others... .</p>	<p>Writing</p>

<p>MATHEMATICS</p>	<p>Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.</p>					
	<p>MATHEMATICS WRM PATTERNS AND CONNECTIONS AND SPATIAL REASONING</p>	<p>Match sort and compare (week 3 and 4) Match objects Match pictures and objects Identify a set</p>	<p>Circles and Triangles (week 9) Identify and name circles and triangles Compare circles and triangles</p>	<p>Mass and capacity (week 3) Compare mass Find a balance Explore capacity Compare capacity</p>	<p>Explore 3-D shapes (week 11 and 12) Recognise and name 3-D shapes Find 2-D shapes within 3-D shapes</p>	<p>Manipulate compose and decompose (week 4 and 5) Select shapes for a purpose Rotate shapes Manipulate shapes</p>



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	<p>Talk about measure and patterns (week 5 and 6)</p> <ul style="list-style-type: none"> Identify a set Compare size Compare mass Compare capacity Explore simple patterns Copy and continue simple patterns Create simple patterns 	<p>Shapes in the environment Describe position</p> <p>Shapes with 4 sides (week 12)</p> <ul style="list-style-type: none"> Identify and name shapes with 4 sides Combined shapes with 4 sides Shapes in the environment My day and night 	<p>Length, Height and time (week 6 and 7)</p> <ul style="list-style-type: none"> Explore length Compare length Explore height Compare height Talk about time Order and sequence time <p>Consolidation (week 8)</p>	<p>Use 3-D shapes for tasks</p> <p>3-D shapes in the environment</p> <ul style="list-style-type: none"> Identify more complex patterns Copy and continue patterns Patterns in the environment 	<p>Explain shape arrangements</p> <ul style="list-style-type: none"> Compose shapes Decompose shapes Copy 2-D shape pictures Find 2-D shapes within 3-D shapes 	
<p>MATHEMATICS WRM NUMBER</p>		<p>It's me 1,2,3 (week 7-8)</p> <ul style="list-style-type: none"> Find 1,2,3 Subitise 1,2,3 Represent 1,2,3 1 more 1 less Composition 1,2,3 <p>1,2,3,4,5 (week 10 and 11)</p> <ul style="list-style-type: none"> Find 4 and 5 Represent 4 and 5 1 more 1 less Composition of 4 and 5 Composition of 1-5 	<p>Alive in 5 (week 1 and 2)</p> <ul style="list-style-type: none"> Introduce zero Find 0 to 5 Subitise 0 to 5 Represent 0 to 5 1 more 1 less Composition Conceptual subitising to 5 <p>Growing 7,8,9 (week 4 and 5)</p> <ul style="list-style-type: none"> Find 6,7 and 8 Represent 6,7 and 8 1 more 1 less Composition of 6,7 and 8 Make pairs odds and evens Double to 8 find a double Double to 8 make a double 	<p>Building 9 and 10 (week 8,9 and 10)</p> <ul style="list-style-type: none"> Find 9 and 10 Compare numbers to 10 Represent 9 and 10 Conceptual subitising to 10 1 more 1 less Composition to 10 Bonds to 10 (2 parts) Make arrangements to 10 Bonds to 10 (3 parts) Doubles to 10 (find a double) Doubles to 10 (make a double) Explore even and odd. 		



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				Consolidation (week 8)		
UNDERSTANDING THE WORLD		Understanding the world involves guiding children to make sense of their physical world and their community . The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.				
UNDERSTANDING THE WORLD PAST AND PRESENT		Past and Present Talk about what they have done previously (holidays) Begin to make sense of their own life story and family’s history.	Past and Present	Past and Present	Past and Present	Past and Present
UNDERSTANDING THE WORLD PEOPLE AND COMMUNITIES	People and communities Talk about members of their immediate family and community. Name and describe people who are familiar to them. Look at different roles in school.	People and communities Recognise that people have different beliefs and celebrate special times in different ways. Look at different people who help us. Meet different people who help us. E.g. Police, fire brigade, ambulance drivers,	People and communities Show interest in different occupations. Continue developing positive attitudes about the differences between people. Draw information from a simple map.		People and communities Understand that some places are special to members of their community. Recognise some similarities and differences between life in this country and life in other countries.	People and communities Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and



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		doctors, nurses, dentists.				differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.
	<p>The Natural World Explore the natural world around them. Describe what they see, hear and feel whilst outside. To know where they live and that they live in a country.</p>	<p>The Natural World Use all their senses in hands on exploration of natural materials. Talk about the differences between materials and changes they notice. Explore and talk about different forces they can feel.</p>	<p>The Natural World Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p>The Natural World Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. Recognise some environments that are different to the one in which they live.</p>	<p>The Natural World Begin to understand the need to respect and care for the natural environment and all living things. Understand the effects of the changing seasons on the natural world around them. Talk about what they see, using a wide range of vocabulary.</p>	<p>The Natural World Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p>



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<p>EXPRESSIVE ARTS AND DESIGN</p>	<p>The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.</p>					
	<p>Creating with Materials Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a part.</p>	<p>Creating with Materials Take part in simple pretend play, using an object to represent something else even though they are not similar. Use drawing to represent ideas like movement or loud noises.</p>	<p>Creating with Materials Develop own ideas and decide which materials to use to express them. Join different materials and explore different textures. Create closed shapes with continuous lines and begin to use these shapes to represent objects.</p>	<p>complexity and detail, such as representing a face with a circle</p>	<p>Creating with Materials Create collaboratively sharing ideas, resources and skills. Draw with increasing and including details. Develop storylines in their pretend play</p>	<p>Creating with Materials Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used; - Make use of props and materials</p>



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	<p>Being Imaginative and Expressive Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings. Remember and sing entire songs. Show different emotions in their drawings. Explore colour and colour mixing.</p>	<p>Being Imaginative and Expressive Sing in a group or on their own, increasingly matching the pitch and following the melody. Sing the pitch of a tone sung by another person 'pitch match'. Sing the melodic shape (moving melody, such as up and down, down and up) of familiar song.</p>	<p>Being Imaginative and Expressive Create their own songs or improvise a song around one they know. Watch and talk about dance and performance art, expressing their feelings and responses.</p>	<p>Being Imaginative and Expressive Play instruments with increasing control to express their feelings and ideas. Listen attentively, move to and talk about music, expressing their feelings and responses. Explore and engage in music making and dance, performing solo or in groups.</p>	<p>Being Imaginative and Expressive Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>	
Art- Linked to whole school progression	<p>Art Pencil walk- Using Art books children are to explore pressure to create different lines. Colour mixing- filling different sections of work with different shades. Powder Paint.</p>	Art	Art	Art	Art	Art
D.T- Linked to whole school progression	<p>D.T Looking sorting and discussing a range of materials. Design and make a house for the 3 Little Pigs. Think about suitability of materials.</p>	<p>D.T Look at a range of ways to fix materials together and folds. Use them to make a Christmas card.</p>	D.T	D.T	D.T	D.T



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	Test using a hair dryer- wind, water rain etc.					
Music following the Charranga scheme	Music Topic- Me Listening and Appraising Musical Activities Warm-up Games Optional Flexible Games Singing Playing instruments Improvisation Composition Performing	Music Topic- My Stories Listening and Appraising Musical Activities Warm-up Games Optional Flexible Games Singing Playing instruments Improvisation Composition Performing	Music Topic- Everyone! Listening and Appraising Musical Activities Warm-up Games Optional Flexible Games Singing Playing instruments Improvisation Composition Performing	Music Topic- Our World! Listening and Appraising Musical Activities Warm-up Games Optional Flexible Games Singing Playing instruments Improvisation Composition Performing	Music Topic-Big Bear Funk! Listening and Appraising Musical Activities Warm-up Games Optional Flexible Games Singing Playing instruments Improvisation Composition Performing	Music Topic- Reflect, Rewind and Replay! Listening and Appraising Musical Activities Warm-up Games Optional Flexible Games Singing Playing instruments Improvisation Composition Performing
Computing Class teachers should select activities from The Foundation Stage Computing Toolkit.	Reception only Technology – what is a computer?	Reception only Multimedia A – Communication & Language/Literacy	Reception only Multimedia B – Expressive Arts and Design	Reception only Data handling – Maths/UTW	Reception only Programming and algorithms A: Technology – <i>We control technology / Personal, Social & emotional development</i>	Reception only Programming and algorithms B: Technology – <i>Tinkering with Bee-Bots</i>
PE	Indoor Dance Children will develop their expressive	Indoor Yoga Children will be building strength,	Indoor	Indoor	Indoor	Indoor



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	<p>movement through the topic of 'everyday life'. They will explore space and how to use space safely. Children will explore travelling movements, shapes and balances.</p>	<p>flexibility, co-ordination and balance. They will learn a series of poses that can be used in a sequence through fun and engaging activities.</p>				
	<p>Outdoor Introduction to PE: Unit 1 Children will be introduced to Physical Education and structured movement through the topic of 'fantasy and adventure'. They will spend time learning basic principles of a PE lesson such as</p>	<p>Outdoor Ball Skills: Unit 1 Children will develop their ball skills through the topic of 'minibeasts'. They will develop fundamental ball skills</p>	Outdoor	Outdoor	Outdoor	Outdoor



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	<p>finding space, freezing on command, using and sharing equipment and working individually, with a partner and group. They will take part in activities which will develop fundamental movement skills such as running, jumping, skipping.</p>	<p>such as rolling and receiving a ball, throwing to a target, bouncing and catching, dribbling with feet and kicking a ball. Children will be able to develop their fine and gross motor skills through a range of game play using a variety of equipment.</p>				
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RE	R.E What makes people special? How do people celebrate? Harvest Festival and why we celebrate it.	R.E What makes people special? What can we learn from stories? How do people celebrate? Diwali and Christmas- why do we celebrate it.	R.E	R.E	R.E	R.E
Science	Science Looking at our bodies, naming body parts. Discussing what each part does.					



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<p>PSHE and Citizenship</p>	<p>Being Me Know they have a right to learn and play, safely and happily Know that some people are different from themselves Know that hands can be used kindly and unkindly Know special things about themselves Know how happiness and sadness can be expressed Know that being kind is good</p>	<p>Celebrating Difference Know what being unique means Know the names of some emotions such as happy, sad, frightened, angry Know why having friends is important Know some qualities of a positive friendship Know that they don't have to be 'the same as' to be a friend Know what being proud means and that people can be proud of different things Know that people can be good at different things Know that families can be different Know that people have different homes and why they are important to them Know different ways of making friends Know different ways to stand up for myself</p>	<p>Dreams and Goals Know what a challenge is Know that it is important to keep trying Know what a goal is Know how to set goals and work towards them Know which words are kind Know some jobs that they might like to do when they are older Know that they must work hard now in order to be able to achieve the job they want when they are older Know when they have achieved a goal</p>	<p>Healthy Me Know some things that they need to do to keep healthy Know the names for some parts of their body Know when and how to wash their hands properly Know how to say no to strangers Know that they need to exercise to keep healthy Know how to help themselves go to sleep and that sleep is good for them Know what to do if they get lost</p>	<p>Relationships Know what a family is Know that different people in a family have different responsibilities (jobs) Know some of the characteristics of healthy and safe friendships Know that friends sometimes fall out Know some ways to mend a friendship Know that unkind words can never be taken back and they can hurt Know how to use Jigsaw's Calm Me to help when feeling angry Know some reasons why others get angry</p>	<p>Changing Me Know the names and functions of some parts of the body (see vocabulary list) Know that we grow from baby to adult Know who to talk to if they are feeling worried Know that sharing how they feel can help solve a worry Know that remembering happy times can help us move on</p>
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