



2024-25		Autumn		Spring		Summer	
Topic	Ourselves	Celebrations	Fairy tales	Farm and Growth	People who help us	Under the Sea	
Settling in All about me Autumn	Remembrance Day All Saints Day Diwali Advent Christmas Chinese New Year	New Year Epiphany Hanukkah St Valentine's Day Winter	Shrove Tuesday Spring Easter	Mother's Day Pentecost	Summer Transitions		
School trips/enhancements	Father Norbert to visit - welcome service	Nativity performance	Parent readers welcome for story sessions	Spring walk	Parent visitors welcome to talk about their occupations or hobbies	School trip	
RE	<p><b>Creation and covenant</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>We are all part of God's family and we must care for one another.</li> <li>We enter church through baptism.</li> <li>God asked us to look after His world.</li> <li>We learn the actions and words of the sign of the cross</li> </ul>	<p><b>Prophecy and promise</b></p> <ul style="list-style-type: none"> <li>Mary was chosen by God to have baby Jesus, a very special baby – the son of God.</li> <li>Angel Gabriel was sent from heaven to pass the message to Mary about her baby.</li> <li>Jesus was born in Bethlehem in a stable and laid in the manger.</li> <li>The shepherds visited baby Jesus.</li> <li>Advent is a time to get ready for Christmas.</li> <li>Advent wreath, the crib and the Nativity play help us prepare to celebrate Christmas.</li> </ul>	<p><b>Galilee to Jerusalem</b></p> <ul style="list-style-type: none"> <li>At Christmas, we celebrate Jesus' birthday.</li> <li>The Magi visited Jesus with their gifts.</li> <li>Jesus welcomes and blesses the children.</li> <li>Jesus, the Son of God was born for everyone, loves everyone and cares for everyone.</li> <li>Jesus fed 5000 people by working a miracle.</li> <li>We pray 'Glory Be' at church as a response to the coming of Jesus.</li> <li>We try to be loving like Jesus in our words and actions.</li> <li>We are called to help the poor and the hungry just like Jesus did.</li> </ul>	<p><b>Desert to garden</b></p> <ul style="list-style-type: none"> <li>Lent is a time to care for others. We make Lenten promises.</li> <li>Jesus died on the cross on good Friday and then rose from the dead on Easter Sunday.</li> <li>Easter is a celebration of new life and that Jesus is with us still.</li> <li>The Church uses purple and ashes as a sign of Lent and being sorry and white for Easter.</li> <li>The symbols of the holy week and Easter are palms, the cross, Easter gardens, hot cross buns and Easter eggs.</li> <li>Easter is celebrated in different ways around the world, for instance with pancakes, hot cross buns and Easter eggs.</li> </ul>	<p><b>To the ends of the Earth</b></p> <ul style="list-style-type: none"> <li>Jesus went to His Father but sent us a special helper, the Holy Spirit at Pentecost.</li> <li>Pentecost is the birthday of the Church.</li> <li>The parish church is a special place where we gather to meet, pray and sing.</li> <li>Sunday is a special day for the Church to celebrate.</li> <li>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.</li> </ul>	<p><b>Dialogue and encounter</b></p> <ul style="list-style-type: none"> <li>St Peter and St Paul were Jesus' friends and they travelled the world to share his message of love.</li> <li>We are also friends of Jesus.</li> <li>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.</li> <li>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.</li> <li>We will invite someone from the local community who represents a different faith to talk about their experiences of God.</li> </ul>	
RSHE	<p>Life to the full scheme:</p> <p><b>Unit 1 – Religious Understanding Story Sessions: Handmade With Love</b></p> <ul style="list-style-type: none"> <li>We are created individually by God as part of His creation plan</li> <li>We are all God's children and are special</li> <li>Our bodies were created by God and are good</li> <li>We can give thanks to God!</li> </ul> <p><b>Unit 2 – Me, My Body, My Health</b></p>	<p>Life to the full scheme:</p> <p><b>Unit 3 – Emotional Wellbeing Session 1 - I Like, You Like, We All Like</b></p> <ul style="list-style-type: none"> <li>We all have different 'tastes' (likes and dislikes), but also similar needs (to be loved and respected, to be safe etc)</li> <li>It is natural for us to relate to and trust one another</li> </ul> <p><b>Session 2 – All the Feelings!</b></p> <ul style="list-style-type: none"> <li>A language to describe feelings</li> </ul>	<p>Life to the full scheme:</p> <p><b>Unit 1- Religious Understanding Session 1: Role Model</b></p> <ul style="list-style-type: none"> <li>We are part of God's family</li> <li>Jesus cared for others and wanted them to live good lives like him</li> <li>We should love other people in the same way God loves us</li> </ul> <p><b>Unit 2 – Personal Relationships Session 1 - Who's Who?</b></p> <ul style="list-style-type: none"> <li>To identify special people (e.g.</li> </ul>	<p>Life to the full scheme:</p> <p><b>Unit 3- Life Online Session 1 – What is the Internet</b></p> <ul style="list-style-type: none"> <li>The internet connects us to others</li> <li>The internet helps us in lots of ways</li> </ul> <p><b>Session 2 – Playing online</b></p> <ul style="list-style-type: none"> <li>about safe and unsafe situations online. -That they can ask for help from their special people.</li> <li>Only Jesus can help us with</li> </ul>	<p><b>Unit 1 – Religious Understanding Session 1 - God Is Love</b></p> <ul style="list-style-type: none"> <li>God is love: Father, Son and Holy Spirit</li> <li>That being made in His image means being called to be loved and to love others</li> </ul> <p><b>Session 2 - Loving God, Loving Others</b></p> <ul style="list-style-type: none"> <li>What a community is, and that God calls us to live in community with one another</li> <li>Some Scripture illustrating the importance of living in a</li> </ul>		



		<p><b>Session 1 - I am Me</b></p> <ul style="list-style-type: none"> <li>We are all unique, with individual gifts, talents and skills.</li> <li>Whilst we all different, we have similarities because we are made in God's image, difference is part of God's plan!</li> <li>We can give thanks to God</li> </ul> <p><b>Session 2: Heads, Shoulders, Knees and Toes</b></p> <ul style="list-style-type: none"> <li>Our bodies are good and made by God</li> <li>The names of the parts of the body (not genitalia)</li> </ul> <p><b>Session 3: Ready Teddy?</b></p> <ul style="list-style-type: none"> <li>Our bodies are good and we need to look after them</li> <li>What constitutes a healthy lifestyle, including exercise, diet, sleep and personal hygiene</li> </ul>	<ul style="list-style-type: none"> <li>An understanding that everyone experiences feelings, both good and bad</li> <li>Simple strategies for managing feelings</li> </ul> <p><b>Session 3 - Let's Get Real</b></p> <ul style="list-style-type: none"> <li>Simple strategies for managing emotions and behaviour</li> <li>We have choices and these choices can impact how we feel and respond.</li> <li>We can say sorry and forgive like Jesus</li> </ul> <p><b>Unit 4 – Life Cycles</b></p> <p><b>Session 1 – Growing up</b></p> <ul style="list-style-type: none"> <li>there are natural life stages from birth to death, and what these are</li> </ul> <p><b>Session 2 – New People, New Places</b></p> <ul style="list-style-type: none"> <li>Change is a part of growing up.</li> <li>The experiences of change will help with transition to Year 1.</li> <li>God is with them every step of the way as they grow and change.</li> </ul> <p><b>Classroom shorts</b></p>	<p>parents, carers, friends) and what makes them special</p> <ul style="list-style-type: none"> <li>The importance of the nuclear family and of the wider family</li> <li>The importance of being close to and trusting of 'special people' and telling them is something is troubling them</li> </ul> <p><b>Session 2 - You've Got a Friend in Me</b></p> <ul style="list-style-type: none"> <li>How their behaviour affects other people and that there is appropriate and inappropriate behaviour</li> <li>The characteristics of positive and negative relationships</li> <li>About different types of teasing and that all bullying is wrong and unacceptable</li> </ul> <p><b>Session 3 - Forever Friends</b></p> <ul style="list-style-type: none"> <li>To recognise when they have been unkind to others and say sorry.</li> <li>That when we are unkind, we hurt God and should say sorry.</li> <li>To recognise when people are being unkind to them and others and how to respond.</li> <li>That we should forgive like Jesus forgives.</li> </ul>	<p>everything</p> <p><b>Unit 4 – Keeping Safe</b></p> <p><b>Session 1- Safe inside and out</b></p> <ul style="list-style-type: none"> <li>About safe and unsafe situations indoors and outdoors, including online.</li> <li>That they can ask for help from their special people.</li> </ul> <p><b>Session 2: My body, my rules</b></p> <ul style="list-style-type: none"> <li>To know they are entitled to bodily privacy</li> <li>That they can and should be open with 'special people' they trust if anything troubles them</li> <li>That there are different people we can trust for help, especially those closest to us who care for us, including our teachers and our parish priest</li> </ul> <p><b>Session 3: Feeling poorly</b></p> <ul style="list-style-type: none"> <li>Medicines should only be taken when a parent or doctor gives them to us.</li> <li>Medicines are not sweets.</li> <li>We should always try to look after our bodies because God created them and gifted them to us.</li> </ul> <p><b>Session 4: People who help us</b></p> <ul style="list-style-type: none"> <li>There are lots of jobs designed to help us.</li> <li>Paramedics help us in a medical emergency.</li> <li>First Aid can be used in nonemergency situations, as well as whilst waiting for an ambulance</li> </ul>	<p>community</p> <ul style="list-style-type: none"> <li>No matter how small our offerings, they are valuable to God and He can use them for His glory.</li> </ul> <p><b>Unit 2 – Living in the Wider World</b></p> <p><b>Session 1 - Me, You, Us</b></p> <ul style="list-style-type: none"> <li>That they belong to various communities, such as home, school, parish, the wider local area, nation and the global community</li> <li>That they should help at home with practical tasks such as keeping their room tidy, helping in the kitchen, etc.</li> <li>That we have a duty of care for others and for the world we live in (charity work, recycling, etc.)</li> <li>About what harms and what improves the world in which they live</li> </ul> <p><b>Session 2 – When I grow up</b></p> <p><b>Classroom shorts</b></p> <ul style="list-style-type: none"> <li>Different types of jobs</li> <li>Having a job can help us to look after each other and the world</li> <li>God has given us all strengths, gifts and talents to do His work</li> <li>Strengths and interests needed to do different jobs</li> </ul> <p><b>Session 3 – Money Doesn't Grow on Trees</b></p> <p><b>Classroom shorts</b></p> <ul style="list-style-type: none"> <li>Money helps us buy things.</li> <li>Our wants and needs are different.</li> <li>God's love and the love we share with others is freely given and our most important need.</li> </ul>
<p><b>CAL</b></p>	<ul style="list-style-type: none"> <li>Sitting on the carpet, maintaining attention, sitting quietly</li> <li>Introduced storyline or narrative into their play</li> <li>Retell stories with puppets</li> </ul> <p><b>Development matters 2021:</b></p> <p>Understand how to listen carefully and why listening is important.</p> <p>Learn new vocabulary.</p>	<ul style="list-style-type: none"> <li>Two-channelled attention – can listen and do for short span</li> <li>Responds to instructions involving a two-part sequence</li> <li>Uses talk to organise, sequence and clarify thinking, ideas, feelings and events</li> <li>Retell a story</li> <li>Ask and answer questions based on a story they have heard</li> </ul> <p><b>Development matters 2021:</b></p>	<ul style="list-style-type: none"> <li>Listens and responds to ideas expressed by others in conversation or discussion</li> <li>Uses language to imagine and recreate roles and experiences in play situations</li> <li>Retell a story</li> <li>Predict what might happen in a story or situation</li> <li>Ask and answer questions based on a story they have heard</li> </ul>	<ul style="list-style-type: none"> <li>Able to follow a story without pictures or props</li> <li>Retell a story</li> <li>Predict what might happen in a story or situation</li> <li>Ask and answer questions based on a story they have heard</li> <li>Respond appropriately to what others say, while engaged in another activity</li> <li>Responds to instructions involving a two-part sequence.</li> </ul>	<ul style="list-style-type: none"> <li>Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words</li> <li>Retell a story</li> <li>Predict what might happen in a story or situation</li> <li>Respond appropriately to what others say, while engaged in another activity</li> <li>Responds to instructions involving a two-part sequence.</li> </ul>	<ul style="list-style-type: none"> <li>Retell a story</li> <li>Predict events in a story</li> <li>Respond appropriately to what others say, while engaged in another activity</li> <li>Answer 'how' and 'why' questions about experiences and stories or events</li> <li>Use correct tenses when speaking</li> <li>Develop own narratives and explanations by connecting ideas</li> </ul>



	<p>Use new vocabulary through the day. Ask questions to find out more and to check they understand what has been said to them. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Develop social phrases. Engage in storytimes. Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs.</p>	<p>Understand how to listen carefully and why listening is important. Learn new vocabulary. Use new vocabulary through the day. Ask questions to find out more and to check they understand what has been said to them. Describe events in some detail. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p>	<p>- Responds to instructions involving a two-part sequence.  <b>Development matters 2021:</b> Understand how to listen carefully and why listening is important. Learn new vocabulary. Use new vocabulary through the day. Ask questions to find out more and to check they understand what has been said to them. Connect one idea or action to another using a range of connectives. Describe events in some detail. Listen to and talk about stories to build familiarity and understanding. Use new vocabulary in different contexts.</p>	<p>- 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 <b>Development matters 2021:</b> Learn new vocabulary. Use new vocabulary through the day. Ask questions to find out more and to check they understand what has been said to them. Connect one idea or action to another using a range of connectives. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Listen to and talk about stories to build familiarity and understanding. Use new vocabulary in different contexts. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	<p>- 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 <b>Development matters 2021:</b> Learn new vocabulary. Use new vocabulary through the day. Ask questions to find out more and to check they understand what has been said to them. Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Describe events in some detail. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Listen to and talk about stories to build familiarity and understanding. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	<p>or events - Express themselves effectively, showing awareness of listeners' needs  <b>Development matters 2021:</b> Learn new vocabulary. Use new vocabulary through the day. Ask questions to find out more and to check they understand what has been said to them. Articulate their ideas and thoughts in well-formed sentences. Describe events in some detail. Listen to and talk about stories to build familiarity and understanding. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>
<b>PD</b>	<ul style="list-style-type: none"> <li>- Correct pencil grip</li> <li>- Fine motor skills activities to strengthen hands and fingers</li> <li>- Dressing independently</li> <li>- Dry and clean during the day</li> <li>- Beginning for form letters correctly</li> <li>- Races / chasing / riding bikes and scooters / climbing equipment (outside)</li> </ul>	<ul style="list-style-type: none"> <li>- Correct pencil grip</li> <li>- Fine motor skills activities to strengthen hands and fingers</li> <li>- Dressing independently</li> <li>- Dry and clean during the day</li> <li>- Beginning for form letters correctly</li> <li>- Using tools</li> </ul>	<ul style="list-style-type: none"> <li>- Correct pencil grip</li> <li>- Fine motor skills activities to strengthen hands and fingers</li> <li>- Dressing independently</li> <li>- Dry and clean during the day</li> <li>- Forming many letters correctly</li> <li>- Races / chasing / riding bikes and scooters / climbing equipment (outside)</li> <li>- Using tools, construction and malleable materials (playdough) safely</li> <li>- Practices some appropriate safety measures without direct supervision</li> </ul>	<ul style="list-style-type: none"> <li>- Correct pencil grip</li> <li>- Fine motor skills activities to strengthen hands and fingers</li> <li>- Forming many letters correctly</li> <li>- Toileting independently</li> <li>- Egg rolling races</li> <li>- Races / chasing / riding bikes and scooters / climbing equipment (outside)</li> <li>- Eats a healthy range of foodstuffs and understands need for variety in food</li> <li>- Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health</li> </ul>	<ul style="list-style-type: none"> <li>- Correct pencil grip</li> <li>- Fine motor skills activities to strengthen hands and fingers</li> <li>- Forming most letters correctly</li> <li>- Toileting independently</li> <li>- Marching / parade / salute</li> <li>- Races / chasing / riding bikes and scooters / climbing equipment (outside)</li> <li>- Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks</li> <li>- Shows understanding of how to transport and store equipment safely</li> </ul>	<ul style="list-style-type: none"> <li>- Correct pencil grip</li> <li>- Fine motor skills activities to strengthen hands and fingers</li> <li>- Forming most letters correctly</li> <li>- Toileting independently</li> <li>- Dancing</li> <li>- Carrying heavy objects</li> <li>- Drumming</li> <li>- Races / chasing / riding bikes and scooters / climbing equipment (outside)</li> </ul>



	<p><b>Getset4PE:</b> <b>Introduction to PE</b> To move around safely in space. To follow instructions and stop safely. To stop safely and develop control when using equipment. To follow instructions and play safely as a group. To follow a path and take turns. To work co-operatively with a partner.</p> <p><b>Development matters 2021:</b> Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes - personal hygiene Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing</p>	<p><b>Getset4PE:</b> <b>Fundamentals</b> To develop balancing. To develop running and stopping. To develop changing direction. To develop jumping. To develop hopping. To explore different ways to travel using equipment.</p> <p><b>Development matters 2021:</b> Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes - personal hygiene Combine different movements with ease and fluency. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing</p>	<p><b>Getset4PE:</b> <b>Gymnastics</b> To create short sequences using shapes, balances and travelling actions. To develop balancing and safely using apparatus. To develop jumping and landing safely from a height. To develop rocking and rolling. To explore travelling around, over and through apparatus. To create short sequences linking actions together and including apparatus.</p> <p><b>Development matters 2021:</b> Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility. Combine different movements with ease and fluency. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing</p>	<p><b>Getset4PE:</b> <b>Dance</b> To use counting to help to stay in time with the music. To copy and create different actions. To be able to move safely with confidence and imagination. To express and communicate ideas through movement. To explore movement using a prop. To move with control and coordination. To move with control and coordination. To express and communicate ideas through movement. To move with control and coordination. To copy and repeat actions, linking them together. To remember and repeat actions. To explore body actions, pathways and shapes.</p> <p><b>Development matters 2021:</b> Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing</p>	<p><b>Getset4PE:</b> <b>Ball Skills</b> To develop rolling and tracking a ball. To develop accuracy when throwing to a target. To develop dribbling with hands. To develop throwing and catching with a partner. To develop dribbling a ball with your feet. To develop kicking a ball to a target.</p> <p><b>Development matters 2021:</b> Develop the foundations of a handwriting style which is fast, accurate and efficient. 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</p>	<p><b>Getset4PE:</b> <b>Games</b> To follow instructions and move safely when play tagging games. To learn to play against an opponent. To play by the rules and develop coordination. To explore striking a ball and keeping score. To work co-operatively as a team.</p> <p><b>Development matters 2021:</b> Develop the foundations of a handwriting style which is fast, accurate and efficient. 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</p>
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<p><b>PSED</b></p>	<ul style="list-style-type: none"> <li>- Routines</li> <li>- Settling in</li> <li>- Independence</li> <li>- Turn taking and sharing</li> <li>- Who is who? Office staff, dinner staff and SLT invited in to introduce themselves</li> <li>- Class rules / behaviour expectations</li> <li>- Baseline assessment</li> </ul> <p><b>Development matters 2021:</b> See themselves as a valuable individual. Build constructive and respectful relationships. Manage their own needs.</p>	<ul style="list-style-type: none"> <li>- Talk about self positively and about abilities</li> <li>- Play co-operatively</li> </ul> <p><b>Development matters 2021:</b> See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others.</p>	<ul style="list-style-type: none"> <li>- Beginning to negotiate and solve problems without aggression</li> <li>- Play co-operatively</li> </ul> <p><b>Development matters 2021:</b> Express their feelings and consider the feelings of others Identify and moderate their own feelings socially and emotionally.</p>	<ul style="list-style-type: none"> <li>- Initiates conversations, attends to and takes account of what others say</li> <li>- Play co-operatively</li> <li>- Show sensitivity to others' needs and feelings and form positive relationships</li> </ul> <p><b>Development matters 2021:</b> Express their feelings and consider the feelings of others Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally.</p>	<ul style="list-style-type: none"> <li>- Takes steps to resolve conflicts with other children, e.g. finding a compromise</li> <li>- Explains own knowledge and understanding, and asks appropriate questions of others</li> <li>- Play co-operatively</li> <li>- Show sensitivity to others' needs and feelings and form positive relationships</li> </ul> <p><b>Development matters 2021:</b> Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally.</p>	<ul style="list-style-type: none"> <li>- Talk about feelings, own and others behaviour, work well with others, understand and take changes of routine in their stride.</li> <li>- Play co-operatively</li> <li>- Show sensitivity to others' needs and feelings and form positive relationships</li> </ul> <p><b>Development matters 2021:</b> Think about the perspectives of others. Build constructive and respectful relationships. Express their feelings and consider the feelings of others.</p>
<p><b>Phonics</b></p>	<p><b>Little Wandle</b></p> <p><b>Phase 2 graphemes:</b> s a t p i n m d g o c k c k e u r h b f l</p> <p><b>Tricky words:</b> is I the</p>	<p><b>Little Wandle</b></p> <p><b>Phase 2 graphemes:</b> ff ll ss j v w x y z zz qu ch sh th ng nk</p> <ul style="list-style-type: none"> <li>• words with -s /s/ added at the end (hats sits)</li> <li>• words ending -s /z/ (his) and with -s /z/ added at the end (bags)</li> </ul> <p><b>Tricky words:</b> put pull full as and has his her go no to into she push he of we me be</p>	<p><b>Little Wandle</b></p> <p><b>Phase 3 graphemes:</b> ai ee igh oa oo oo ar or ur ow oi ear air er</p> <ul style="list-style-type: none"> <li>• words with double letters</li> <li>• longer words</li> </ul> <p><b>Tricky words:</b> was you they my by all are sure pure</p>	<p><b>Little Wandle</b></p> <p><b>Phase 3 graphemes:</b> Review Phase 3</p> <ul style="list-style-type: none"> <li>• longer words, including those with double letters</li> <li>• words with -s /z/ in the middle</li> <li>• words with -es /z/ at the end</li> <li>• words with -s /s/ and /z/ at the end</li> </ul> <p><b>Tricky words:</b> Review all taught so far</p>	<p><b>Little Wandle</b></p> <p><b>Phase 4:</b> Short vowels with adjacent consonants • CVCC CCVC CCVCC CCCVC CCCVCC • longer words and compound words • words ending in suffixes: -ing, -ed /t/, -ed /id/ /ed/, -est</p> <p><b>Tricky words:</b> said so have like some come love do were here little says there when what one out today</p>	<p><b>Little Wandle</b></p> <p><b>Phase 4:</b> Phase 3 long vowel graphemes with adjacent consonants</p> <ul style="list-style-type: none"> <li>• CVCC CCVC CCCVC CCV CCVCC</li> <li>• words ending in suffixes: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/ -er, -est</li> <li>• longer words and compound words</li> </ul> <p><b>Tricky words:</b> Review all taught so far</p>
<p><b>Literacy</b></p>	<ul style="list-style-type: none"> <li>- Baseline</li> <li>- Attempts to write / make meaningful marks</li> <li>- Recognise their name</li> <li>- Trace over their name</li> <li>- Talk about what happened in the story</li> <li>- Discuss the main characters</li> <li>- Predict what will happen next in a story</li> </ul> <p><b>Development matters 2021:</b> Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences Read individual letters by</p>	<ul style="list-style-type: none"> <li>- Cards</li> <li>- Invitations</li> <li>- Recipes</li> <li>- Menus</li> <li>- Write own name and labels/captions</li> <li>- Read CVC words with known GPCs</li> <li>- Demonstrate understanding about what they have read (retelling / answering questions / predicting what might happen next etc)</li> </ul> <p><b>Development matters 2021:</b> Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Read simple phrases and</p>	<ul style="list-style-type: none"> <li>- Story sequencing</li> <li>- Match the picture to the word</li> <li>- Rhyming</li> <li>- Writes CVC words</li> <li>- Write own name and labels/captions</li> <li>- Demonstrate understanding about what they have read (retelling / answering questions / predicting what might happen next etc)</li> </ul> <p><b>Development matters 2021:</b> Spell words by identifying the sounds and then writing the sound with letter/s. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p>	<ul style="list-style-type: none"> <li>- Fact files</li> <li>- Non fiction</li> <li>- Life cycles</li> <li>- Write phrases using some phonic knowledge</li> <li>- Read words and simple sentences using phase 3 sounds</li> <li>- Demonstrate understanding about what they have read (retelling / answering questions / predicting what might happen next etc)</li> </ul> <p><b>Development matters 2021:</b> Re-read what they have written to check that it makes sense. Spell words by identifying the sounds and then writing the sound with letter/s. Re-read these books to build up their confidence in word reading,</p>	<ul style="list-style-type: none"> <li>- Non-fiction writing</li> <li>- Thank you letters to services</li> <li>- Attempt to write short sentences using phase 3 graphemes</li> <li>- Read words and simple sentences using phase 3 graphemes</li> <li>- Demonstrate understanding about what they have read (retelling / answering questions / predicting what might happen next etc)</li> <li>- Write irregular common words</li> </ul> <p><b>Development matters 2021:</b> Re-read what they have written to check that it makes sense. Write short sentences with words with known sound-letter correspondences using a capital</p>	<ul style="list-style-type: none"> <li>- Write their own stories</li> <li>- Poetry</li> <li>- Read and understand simple sentences</li> <li>- Demonstrate understanding about what they have read (retelling / answering questions / predicting what might happen next etc)</li> <li>- Write words and short sentences</li> <li>- Write irregular common words</li> </ul> <p><b>Development matters 2021:</b> Re-read what they have written to check that it makes sense. Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Spell words by identifying the</p>



	<p>saying the sounds for them.</p>	<p>sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. Blend sounds into words, so that they can read short words made up of known letter– sound correspondences Read individual letters by saying the sounds for them.</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>their fluency and their understanding and enjoyment. Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. Read some letter groups that each represent one sound and say sounds for them.</p>	<p>letter and full stop. Spell words by identifying the sounds and then writing the sound with letter/s. Form lower-case and capital letters correctly Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. Read a few common exception words matched to the school’s phonic programme. Read some letter groups that each represent one sound and say sounds for them.</p>	<p>sounds and then writing the sound with letter/s. Form lower-case and capital letters correctly Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. Read a few common exception words matched to the school’s phonic programme. Read some letter groups that each represent one sound and say sounds for them.</p>
<p><b>Mathematics (Mastering number)</b></p>	<p><b>Mastering number</b> Furtherer develop subitising and counting skills. Explore the composition of numbers within 5. Begin to compare sets of objects and use the language of comparison. <b>Pupils will:</b></p> <ul style="list-style-type: none"> <li>• identify when a set can be subitised and when counting is needed</li> <li>• subitise different arrangements, both unstructured and structured, including using the Hungarian number frame</li> <li>• make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills</li> <li>• spot smaller numbers ‘hiding’ inside larger numbers</li> <li>• connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers</li> <li>• hear and join in with the counting sequence, and connect this to the ‘staircase’ pattern of the counting numbers, seeing that each number is made of one more than the previous number</li> <li>• develop counting skills and knowledge, including: that the last number in the count tells us ‘how many’ (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds</li> <li>• compare sets of objects by matching</li> <li>• begin to develop the language of ‘whole’ when talking about objects which have parts</li> </ul>	<p><b>Mastering number</b> Continue to develop subitising and counting skills and explore the composition of numbers within and beyond 5. Begin to identify when two sets are equal or unequal and connect two equal groups to doubles. Begin to connect quantities to numerals. <b>Pupils will:</b></p> <ul style="list-style-type: none"> <li>• continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals</li> <li>• begin to identify missing parts for numbers within 5</li> <li>• explore the structure of the numbers 6 and 7 as ‘5 and a bit’ and connect this to finger patterns and the Hungarian number frame</li> <li>• focus on equal and unequal groups when comparing numbers</li> <li>• understand that two equal groups can be called a ‘double’ and connect this to finger patterns</li> <li>• sort odd and even numbers according to their ‘shape’</li> <li>• continue to develop their understanding of the counting sequence and link cardinality and ordinality through the ‘staircase’ pattern</li> <li>• order numbers and play track games</li> <li>• join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers</li> </ul>	<p><b>Mastering number</b> Consolidate counting skills, counting to larger numbers and developing a wider range of counting strategies. Secure knowledge of number facts through varied practice. <b>Pupils will:</b></p> <ul style="list-style-type: none"> <li>• continue to develop their counting skills, counting larger sets as well as counting actions and sounds</li> <li>• explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame</li> <li>• compare quantities and numbers, including sets of objects which have different attributes</li> <li>• continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2</li> <li>• begin to generalise about ‘one more than’ and ‘one less than’ numbers within 10</li> <li>• continue to identify when sets can be subitised and when counting is necessary</li> <li>• develop conceptual subitising skills including when using a rekenrek</li> </ul>			



<b>Mathematics</b>	<p><b>Essential Maths:</b> Comparison – measures</p> <p>Comparing objects by length, thickness and weight/mass, using appropriate language to describe and order them.</p>	<p><b>2D shapes</b></p> <p>Naming, describing properties (sides, corners) of basic 2 D shapes and recognising them in the environment. Selecting, rotating and manipulating shapes to develop spatial reasoning.</p>	<p><b>Essential Maths:</b> Classification</p> <p>Classifying (grouping) objects using given criteria and their own ideas and comparing the groups after classification.</p>	<p><b>Essential Maths:</b> Spatial thinking</p> <p>Developing spatial thinking and spatial language linked to position and direction, in movements and using symbols.</p>	<p><b>Essential Maths:</b> Pattern recognition</p> <p>Noticing, describing and extending patterns, including thinking about what part is the repeating unit.</p>	<p><b>3D shapes</b></p> <p>Naming, describing properties (sides, corners) of basic 3 D shapes and recognising them in the environment.</p>
<b>UTW</b>	<p><b>All about me:</b></p> <ul style="list-style-type: none"> <li>- School routines</li> <li>- Understand similarities / differences between people</li> <li>- All about me – talk about family and routines and traditions at home</li> <li>- Understand change (nursery to reception) etc.</li> <li>- Paint their faces</li> <li>- Draw a picture of their family</li> </ul> <p><b>KAPOW - History Peek into the past</b> Opportunities for the children to reflect on memories and experiences from their own past and comment on images of familiar situations in the past.</p> <p><b>Autumn:</b></p> <ul style="list-style-type: none"> <li>- Talk about the changes in seasons</li> <li>- Discuss the colours they see</li> <li>- Discuss what animals are getting ready for hibernation</li> <li>- Sorting and grouping autumnal objects</li> <li>- Seasonal changes – weather, what clothes to wear in each season etc.</li> <li>- Experiment – What clothes should teddy wear?</li> </ul> <p><b>Development matters 2021:</b> Describe what they see, hear and feel whilst outside. Explore the natural world around them. Understand that some places are special to members of their community. Draw information from a</p>	<p><b>Christmas:</b></p> <ul style="list-style-type: none"> <li>- Discuss the Christmas story</li> <li>- Talk about different traditions at Christmas</li> </ul> <p><b>Diwali:</b></p> <ul style="list-style-type: none"> <li>- Diwali – consider similarities and differences between the celebrations &amp; religions, Diya lamps, Mendhi patterns, Henna, Indian flag.</li> </ul> <p><b>Development matters 2021:</b> Understand the effect of changing seasons on the natural world around them. Explore the natural world around them. Recognise that people have different beliefs and celebrate special times in different ways. Understand that some places are special to members of their community.</p>	<p><b>Chinese New Year:</b></p> <ul style="list-style-type: none"> <li>- Chinese culture similarities and differences</li> <li>- Cook Chinese food and taste</li> <li>- Chinese dragon dances</li> <li>- Chinese letters and numbers</li> <li>- Look at Chinese clothing</li> <li>- Speak a few words in Mandarin.</li> </ul> <p><b>Development matters 2021:</b> Explore the natural world around them. Recognise that people have different beliefs and celebrate special times in different ways. Understand that some places are special to members of their community. Compare and contrast characters from stories, including figures from the past.</p>	<p><b>Minibeasts:</b></p> <ul style="list-style-type: none"> <li>- Life cycle of a butterfly</li> <li>- Have real caterpillars in school</li> <li>- Caterpillar cress growing experiment</li> <li>-Minibeast hunt</li> </ul> <p><b>Plants:</b></p> <ul style="list-style-type: none"> <li>-sowing seeds</li> <li>-growing and observing changes in plants</li> <li>-healthy eating</li> </ul> <p><b>Farm animals:</b></p> <ul style="list-style-type: none"> <li>-classifying animals</li> <li>-where does food come from?</li> </ul> <p><b>Easter:</b></p> <ul style="list-style-type: none"> <li>-Why do we celebrate Easter?</li> <li>-What happened to Jesus at Easter time?</li> </ul> <p><b>Development matters 2021:</b> 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.</p>	<p><b>Parents will be invited to visit and talk about their professions, occupations, skills and hobbies and how these can be used to contribute to our community.</b></p> <p><b>KAPOW - History Adventures through time</b> Comparing and contrasting people from the past and now by looking at photographs, listening to their stories and learning about their achievements.</p> <p><b>Development matters 2021:</b> Explore the natural world around them. Recognise some similarities and differences between life in this country and life in other countries. Comment on images of familiar situations in the past.</p>	<p><b>KAPOW - Geography Maps:</b> Exploring maps through discussion, story-telling, games and creative activity.</p> <p><b>Development matters 2021:</b> Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them. Explore the natural world around them. Recognise some similarities and differences between life in this country and life in other countries. Compare and contrast characters from stories, including figures from the past.</p>



	<p>simple map. Name and describe people who are familiar to them. Talk about members of their immediate family and community.</p> <p><b>Science - Matrices:</b> Humans</p>					
<b>EAD</b>	<p><b>KAPOW – Art and Design</b> <b>Drawing: Marvellous marks</b> Exploring mark making through different drawing materials. Beginning to draw from observation using faces and self-portraits as a stimulus.</p> <p><b>All about me:</b> -self portraits -family pictures</p> <p><b>Autumn:</b> -Leaf rubbing - Conker painting - Leaf pictures</p> <p><b>Development matters 2021:</b> Develop storylines in their pretend play.</p>	<p><b>KAPOW – Art and Design</b> <b>Painting and mixed media: Paint my world</b> Exploring paint and painting techniques through nature, music and collaborative work. Developing creativity through child-led exploration of mixed-media, making collages and transient art.</p> <p><b>Christmas:</b> Seasonal Christmas art</p> <p><b>Diwali:</b> - Diya lamps - Diwali artwork and dances</p> <p><b>Development matters 2021:</b> Explore, use and refine a variety of artistic effects to express their ideas and feelings. Sing in a group or on their own, increasingly matching the pitch and following the melody. Develop storylines in their pretend play.</p>	<p><b>KAPOW – Art and Design</b> <b>Sculpture and 3D: Creation station</b> Exploring the sculptural qualities of malleable materials and natural objects; developing the use of tools and joining techniques; designing and making clay animal sculptures.</p> <p><b>Chinese New Year:</b> - Stir fry cooking - Trying fortune cookies - Chinese lanterns -Explore Chinese numbers</p> <p><b>Development matters 2021:</b> Listen attentively, move to and talk about music, expressing their feelings and responses.</p>	<p><b>KAPOW – Art and Design</b> <b>Craft and design: Let's get crafty</b> Developing cutting, threading, joining and folding skills through fun, creative craft projects.</p> <p><b>Mother's Day:</b> - Mother's Day cards</p> <p><b>Easter:</b> Seasonal Easter art</p> <p><b>Development matters 2021:</b> Listen attentively, move to and talk about music, expressing their feelings and responses.</p>	<p><b>KAPOW D&amp;T</b> <b>Structures: Junk modelling</b> In this unit, pupils explore and learn about various types of permanent and temporary join. They are encouraged to tinker using a combination of materials and joining techniques in the junk modelling area. - Father's Day cards</p> <p><b>Development matters 2021:</b> Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Listen attentively, move to and talk about music, expressing their feelings and responses. Develop storylines in their pretend play.</p>	<p><b>KAPOW D&amp;T</b> <b>Structures: Boats</b> In this unit, children explore what is meant by 'waterproof', 'floating' and 'sinking', then experiment and make predictions with various materials to carry out a series of tests. They learn about the different features of boats and ships before investigating their shape and structures to build their own.</p> <p><b>Development matters 2021:</b> Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses. Explore and engage in music making and dance, performing solo or in groups.</p>
<b>Outdoor learning</b>	<p>At least one lesson per week takes place in our outdoor classroom. This term we will take our science and art lessons outside and observe the signs of autumn and approaching winter, learn about animal which hibernate, create autumn artwork and, weather permitting, explore water changing states and create transient art by trapping natural objects in ice.</p>		<p>At least one lesson per week takes place in our outdoor classroom. We will try to stay active to keep warm by moving around by playing outdoor games, celebrating numerous festivals with dances and collecting materials for our art projects. We might light a fire and toast marshmallows as well. In the second half of the Spring term, we will be learning about plants. We are planning to sow a variety of flower and vegetable seeds and observe the changes in them as they sprout and grow into plants.</p>		<p>At least one lesson per week takes place in our outdoor classroom. We will be looking out for the signs of Spring, going on minibeast hunts and learning about our local area, exploring maps and looking at aerial maps of our school grounds. We will also be creating our own maps. There will be lots of water play in the last weeks of the Summer term and we will be learning about object which sink and float, design and make boats and launch tem in our water tray or, perhaps even in our school pond.</p>	