

YEAR B	AU	TUMN	SPRII	SUMMER		
YEAR B	AU All about me!- Ourselves All about me: Incredible you - Rhys Brisenden Marvellous me: Inside and out- Lisa Bullard Maisy Goes to Nursery Autumn: - The Leafman - Lois Elhert - We're going on a leaf hunt - Steve Metzger - A stroll through the seasons - Kay Barnham - Leaves Fall Down (Autumn) - Lisa Bullard	Repetitive story patterns Christmas Repetitive story Patterns: We're going on a Bear Hunt Monkey and Me Polar Bear, Polar Bear, What Do you Hear? Diwali: 31st Oct-1st Nov - Dipali's Diwali – Twinkl - Rama and Sita - Lighting a lamp - Jonny Zucker Bonfire Night: - 5th Nov Pumpkin Soup – Helen Cooper	Fairy Tales Fairy Tales The Gingerbread Man Goldilocks and the Three Bears Three Little Pigs New Year Epiphany Hanukkah St Valentine's Day Chinese New Year Seasons: Winter Electricity (N)	Let's Get Growing (animals) Let's Get Growing: -The Amazing Life Cycle of Plants - Life Cycle books (non-fiction) -Jack and the Beanstalk -The Little Red Hen -A Squash and a Squeeze -The Enormous Potato Spring: -The Tiny Seed -Hello Spring -Spring is Here -Mother's Day	Transport (people who help us) Transport Oi! Get off Our Train Who's Driving Mr Grumpy's Motor Car Real Superheroes Awesome Ambulances Emergency Seasons: Summer Sound (N) Living things (R)	Com Com The S Tiddl Mist The I Pirat Whe The 0
School trips/enha	Lisa Bullard Humans (N/R)- Father Norbert to visit - welcome service	Nursery Rhyme Week: 11-15th Nov Remembrance day - 11th Nov Christmas: - Stickman - Julia Donaldson - Mog's Christmas - Judith Kerr - The Christmas Story Living things (N) Sound (R) Nativity performance	Electricity (N) Materials (R) Parent readers welcome for story sessions	Easter: -We're going on an Egg hunt -Easter Story -Five little Easter Bunnies -How to catch the Easter Bunny Animals, excluding humans (N) Light (R) Spring walk School trip- farm	Visit from a fire engine or police car	Scho
LOTC	Nature masks Stick model Leaf threading Leaf sorting Autumn Nature walk	Bonfire building Toasting marshmallows Sensory stories Pantomime	Our local church Dragon dance Visit church	Nature crowns journey sticks Magic wands Spring Walk Planting seeds	Mini beast hunt Making snail home Nature photography	
RE	 Creation and covenant 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. We are all part of God's family and we must care for 	 Prophecy and promise Mary was chosen by God to have baby Jesus, a very special baby – the son of God. Angel Gabriel was sent from heaven to pass the message to Mary about her baby. Jesus was born in Bethlehem in 	 Galilee to Jerusalem At Christmas, we celebrate Jesus' birthday. The Magi visited Jesus with their gifts. Jesus welcomes and blesses the children. Jesus, the Son of God was born 	 Desert to garden Lent is a time to care for others. We make Lenten promises. Jesus died on the cross on good Friday and then rose from the dead on Easter Sunday. Easter is a celebration of 	 To the ends of the Earth Jesus went to His Father but sent us a special helper, the Holy Spirit at Pentecost. Pentecost is the birthday of the Church. The parish church is a special place where we gather to 	Dial • 9 • 1 • 1 • 1 • 1



SUN	IMER
	Commotion in the Ocean (Under the Sea/Pirates)
	New Beginnings (Transition)
	Commotion in the Ocean Commotion in the Ocean The Snail and the Whale Tiddler Mister Seahorse The Pirates Next Door Pirates Love Underpants
	Transition When a Dragon Goes to School The Colour Monster Goes to School
	Forces (N/R)
e or	Visiting reception
	Obstacle course Hammer leaf patterns Dream catchers
sent Spirit of ecial	 Dialogue and encounter St Peter and St Paul were Jesus' friends and they travelled the world to share his message of love. We are also friends of Jesus. Someone from our local parish will visit us to talk about their



YEAR N: 2023-24

baptism.	 a stable and laid in the manger. The shepherds visited baby Jesus. Advent is a time to get ready for Christmas. Advent wreath, the crib and the Nativity play help us prepare to celebrate Christmas. 	 for everyone, loves everyone and cares for everyone. Jesus fed 5000 people by working a miracle. We pray 'Glory Be' at church as a response to the coming of Jesus. We try to be loving like Jesus in our words and actions. We are called to help the poor and the hungry just like Jesus did. 	 new life and that Jesus is with us still. The Church uses purple and ashes as a sign of Lent and being sorry and white for Easter. The symbols of the holy week and Easter are palms, the cross, Easter gardens, hot cross buns and Easter eggs. Easter is celebrated in different ways around the world, for instance with pancakes, hot cross buns and Easter eggs. 	 meet, pray and sing. Sunday is a special day for the Church to celebrate. All people are God's children and brothers and sisters. We can be very different from the canother but we are all God's family.
	Cham. Cassiana.			
	 Story Sessions: Handmade with love We are created individually by God as part of His creation plan We are all God's children and are special Our bodies were created by God and are good We can give thanks to God! Session 1: I am Me We are each unique, with individual gifts, talents and skills. Whilst we all have similarities because we are made in God's image, difference is part of God's plan! Session 2: Heads, Shoulders, Knees and Toes That their bodies are good and made by God The names of the parts of the body (not genitalia) Session 3: Ready Teddy? That our bodies are good and we need to look after them What constitutes a healthy lifestyle, including exercise, diet, sleep and personal hygiene. Subsidiarity Participation Promoting Peace 	 Session 1: I like, You like, We all like! That we all have different 'tastes' (likes and dislikes), but also similar needs (to be loved and respected, to be safe etc) That it is natural for us to relate to and trust one another Session 2: Good feelings, bad feelings A language to describe their feelings An understanding that everyone experiences feelings, both good and bad Simple strategies for managing feelings Session 3: Let's get real Simple strategies for managing emotions and behaviour That we have choices and these choices can impact how we feel and respond. We can say sorry and forgive like Jesus Session 1: Growing up That there are natural life stages from birth to death, and what these are 	 Session 1: Role Model We are part of God's family Jesus cared for others and wanted them to live good lives like him We should love other people in the same way God loves us Session 1: Who's Who? To identify special people (e.g. parents, carers, friends) and what makes them special The importance of the nuclear family and of the wider family The importance of being close to and trusting of 'special people' and telling them is something is troubling them Session 2: You've got a friend in me How their behaviour affects other people and that there is appropriate and inappropriate behaviour The characteristics of positive and negative relationships About different types of teasing and that all bullying is wrong and unacceptable Session 3: Forever friends 	 Session 1: Safe inside and out About safe and unsafe situation indoors and outdoors, including online. That they can ask for help from their special people. Session 2: My body, my rules To know they are entitled to bodily privacy That they can and should be open with 'special people' they trust if anything troubles them That there are different peoply we can trust for help, especially those closest to us who care for us, including our teachers and or parish priest Session 3: Feeling poorly Medicines should only be tak when a parent or doctor gives them to us. Medicines are not sweets. We should always try to look after our bodies because God created them and gifted them tus. Session 4: People who help us There are lots of jobs designed to help us.

'As a family we live, love, learn and celebrate with Jesus.'



	faith and why it matters to
or the	them to be a friend of Jesus.
	• We will look at a range of
dren	pictures of Jesus from non-
We	European traditions to
n one	understand that Jesus has
od's	friends all over the world and
Ju s	they love him.
	,
	We will invite someone from
	the local community who
	represents a different faith to
	talk about their experiences of
	God.
t	Session 1: God is love
ations	• That God is love: Father, Son and
ing	Holy Spirit
	That being made in His image
rom	means being called to be loved and
	to love others
	Section 2. Louing Code Journa
5	Session 2: Loving God, loving
0	others
-	• What a community is, and that
e	God calls us to live in community with one another
ey	 Some Scripture illustrating the
m	importance of living in a
ople	
ally for	communityNo matter how small our
d our	
u oui	offerings, they are valuable to God and He can use them for His glory.
	and the call use them for this give y.
	Session 1: Me, You, Us
aken	• That they belong to various
S	communities, such as home,
.5	school, parish, the wider local
	area, nation and the global
ok	community
d d	 That they should help at home
n to	with practical tasks such as
11 10	keeping their room tidy, helping in
	the kitchen, etc.
IS	• That we have a duty of care for
ned	others and for the world we live in
ncu	(charity work, recycling, etc.)
dical	About what harms and what
arcui	About what harms and what



			Human dignity	been unkind to others and say	emergency.	improves the world in which they
				sorry.	 First Aid can be used in non- 	live
				 That when we are unkind, we 	emergency situations, as well as	Human Dignity
				hurt God and should say sorry.	whilst waiting for an ambulance	Participation
				• To recognise when people are	Human Dignity	landipation
				being unkind to them and others	Solidarity	
				and how to respond.	Sondarity	
				• That we should forgive like		
				Jesus forgives.		
				Promoting Peace		
				Participation		
				Human Dignity		
				The Common Good		
		-		Stewardship		• • • •
CAL	- Sitting on the carpet,	- Two-channelled attention – can	- Listens and responds to ideas	- Able to follow a story without	- Extends vocabulary, especially by	- Retell a story
	maintaining attention, sitting	listen and do for short span	expressed by others in conversation	pictures or props	grouping and naming, exploring	- Predict events in a story
	quietly	 Responds to instructions involving 	or discussion	- Retell a story	the meaning and sounds of new	- Respond appropriately to what
	- Introduced storyline or narrative	a two-part sequence	 Uses language to imagine and 	- Predict what might happen in a	words	others say, while engaged in
	into their play	- Uses talk to organise, sequence	recreate roles and experiences in	story or situation	- Retell a story	another activity
	 Retell stories with puppets 	and clarify thinking, ideas, feelings	play situations	 Ask and answer questions 	- Predict what might happen in a	- Answer 'how' and 'why'
		and events	- Retell a story	based on a story they have heard	story or situation	questions about experiences and
	Participation	- Retell a story	 Predict what might happen in a 	 Respond appropriately to what 	 Respond appropriately to what 	stories or events
	Human Dignity	 Ask and answer questions based 	story or situation	others say, while engaged in	others say, while engaged in	 Use correct tenses when
	The Common Good	on a story they have heard	 Ask and answer questions based 	another activity	another activity	speaking
			on a story they have heard	- Responds to instructions	 Responds to instructions 	- Develop own narratives and
	Development matters 2021:	Participation	- Responds to instructions involving	involving a two-part sequence.	involving a two-part sequence.	explanations by connecting ideas
	Enjoy listening to longer stories	Human Dignity	a two-part sequence.	- Answer 'how' and 'why'	- Answer 'how' and 'why'	or events
	and can recall most of what	The Common Good	Participation	questions about experiences and	questions about experiences and	- Express themselves effectively,
	happens.		Human Dignity	stories or events	stories or events	showing awareness of listeners'
	Can find it challenging to pay	Development matters 2021:	The Common Good	- Use correct tenses when	- Use correct tenses when	needs
	attention to more than one thing	Enjoy listening to longer stories and	Promoting Peace	speaking	speaking	
	at a time.	can recall most of what happens.		- Develop own narratives and	- Develop own narratives and	Subsidiarity
	Use a wider range of Vocabulary.	Can find it challenging to pay	Development matters 2021:	explanations by connecting ideas	explanations by connecting ideas	Participation
	Understand a question or	attention to more than one thing at	Enjoy listening to longer stories and	or events	or events	-
	instruction that has two parts	a time.	can recall most of what happens.	Participation	Participation	Development matters 2021:
	such as "Get your coat and wait at	Use a wider range of Vocabulary.	Can find it challenging to pay		Development matters 2021:	Enjoy listening to longer stories
	the door."	Understand a question or	attention to more than one thing at	Development matters 2021:	Enjoy listening to longer stories	and can recall most of what
	Understand why questions such	instruction that has two parts such	a time.	Enjoy listening to longer stories	and can recall most of what	happens.
	as " Why do you think the	as "Get your coat and wait at the	Use a wider range of Vocabulary.	and can recall most of what	happens.	Can find it challenging to pay
	caterpillar got so big?"	door."	Understand a question or	happens.	Can find it challenging to pay	attention to more than one thing
	May have problems saying some	Knowing rhymes, begin to talk	instruction that has two parts such	Can find it challenging to pay	attention to more than one thing	at a time.
	sounds: r, j, th, ch, and sh.	about familiar books and tell	as "Get your coat and wait at the	attention to more than one thing	at a time.	Use a wider range of Vocabulary.
		stories.	door."	at a time.	Use a wider range of Vocabulary.	Understand a question or
		Understand why questions such as	Knowing rhymes, begin to talk about	Use a wider range of Vocabulary.	Understand a question or	instruction that has two parts such
		" Why do you think the caterpillar	familiar books and tell stories.	Understand a question or	instruction that has two parts such	as "Get your coat and wait at the
		got so big?"	Understand why questions such as	instruction that has two parts	as "Get your coat and wait at the	door."
		May have problems saying some	"Why do you think the caterpillar	such as "Get your coat and wait	door."	Knowing rhymes, begin to talk
		sounds: r, j, th, ch, and sh.	got so big?"	at the door."	Knowing rhymes, begin to talk	about familiar books and tell
		Struggle with multisyllabic words	Singing a large repertoire of songs	Knowing rhymes, begin to talk	about familiar books and tell	stories.
		such as Pterodactyl, planetarium	and rhymes.	about familiar books and tell	stories.	Understand why questions such as
		and hippopotamus.	Use longer sentences of four to six	stories.	Understand why questions such as	"Why do you think the caterpillar
		and mppopotanias.	ose longer sentences of tour to six	500105.	Shacistana wity questions such as	why do you think the taterplial





			words.	Understand why questions such	"Why do you think the caterpillar	got so big?"
			May have problems saying some	as "Why do you think the	got so big?"	Singing a large repertoire of songs
			sounds: r, j, th, ch, and sh.	caterpillar got so big?"	Singing a large repertoire of songs	and rhymes.
			Struggle with multisyllabic words	Singing a large repertoire of	and rhymes.	Use longer sentences of four to six
			such as Pterodactyl, planetarium	songs and rhymes.	Use longer sentences of four to six	words.
			and hippopotamus.	Use longer sentences of four to	words.	Develop their communication, but
				six words.	Develop their communication, but	may have problems with irregular
				Develop their communication,	may have problems with irregular	tenses and plurals such as 'runned'
				but may have problems with	tenses and plurals such as	for 'ran,' or 'swimmed' for 'swam'.
				irregular tenses and plurals such	'runned' for 'ran,' or 'swimmed'	May have problems saying some
				as 'runned' for 'ran,' or	for 'swam'.	
				-		sounds: r, j, th, ch, and sh.
				'swimmed' for 'swam'.	May have problems saying some	Struggle with multisyllabic words
				May have problems saying some	sounds: r, j, th, ch, and sh.	such as Pterodactyl, planetarium
				sounds: r, j, th, ch, and sh.	Struggle with multisyllabic words	and hippopotamus.
				Struggle with multisyllabic words	such as Pterodactyl, planetarium	Be able to express a point of view
				such as Pterodactyl, planetarium	and hippopotamus.	and debate when they disagree
				and hippopotamus.	Be able to express a point of view	with an adult or a friend, using
				Be able to express a point of	and debate when they disagree	words as well as actions.
				view and debate when they	with an adult or a friend, using	Can start a conversation with an
				disagree with an adult or a	words as well as actions.	adult or a friend and continue it for
				friend, using words as well as	Can start a conversation with an	many turns.
				actions.	adult or a friend and continue it	Use talk to oragnise themselves
					for many turns.	and their play :"Let's go on the
					Use talk to organise themselves	busyou sit thereI'll be the
					and their play :"Let's go on the	driver."
					busyou sit thereI'll be the	
					driver."	
PD	- Fine motor skills activities to	- Show preference for a dominant	- Show preference for a dominant	Use one-handed tools and	Use one-handed tools and	Use one-handed tools and
10	strengthen hands and fingers	hand.	hand.	equipment, for example, making	equipment, for example, making	equipment, for example, making
	- Show preference for a dominant	- Fine motor skills activities to	- Fine motor skills activities to	snips in paper with scissors.	snips in paper with scissors.	snips in paper with scissors.
	•					
	hand.	strengthen hands and fingers	strengthen hands and fingers	• Use a comfortable grip with	Use a comfortable grip with	• Use a comfortable grip with good
	- Dressing independently	- Dressing independently	- Dressing independently	good control when holding pens		control when holding pens and
	- Dry and clean during the day	- Dry and clean during the day	- Dry and clean during the day	and pencils.	and pencils.	pencils.
	- Races / chasing / riding bikes	- Develop pencil grip	- Develop pencil grip	Show a preference for a	 Show a preference for a 	 Show a preference for a
	and scooters / climbing	- Races / chasing / riding bikes and	- Races / chasing / riding bikes and	dominant hand.	dominant hand.	dominant hand.
	equipment (outside)	scooters / climbing equipment	scooters / climbing equipment	- Continue to develop their	Match their developing physical	Match their developing physical
		(outside)	(outside)	movement, balancing, riding	skills to tasks and activities in the	skills to tasks and activities in the
	Links to PSHE (Health & self-care)	- Using tools, construction and	- Using tools, construction and	(scooters, trikes and bikes) and	setting. For example, they decide	setting. For example, they decide
		malleable materials (playdough)	malleable materials (playdough)	ball skills.	whether to crawl, walk or run	whether to crawl, walk or run
	Getset4PE:	safely	safely	Start taking part in some group	across a plank, depending on its	across a plank, depending on its
	Introduction to PE	Links to PSHE (Health & self-care)	Links to PSHE (Health & self-care)	activities which they make up for	length and width.	length and width.
	To move around safely in space.			themselves, or in teams.	 Collaborate with others to 	 Collaborate with others to
	To follow instructions and stop	Getset4PE:	Getset4PE:	• Choose the right resources to	manage large items, such as	manage large items, such as
	safely.	Fundamentals	Gymnastics	carry out their own plan. For	moving a long plank safely,	moving a long plank safely,
	To stop safely and develop	To develop balancing.	To create short sequences using	example, choosing a spade to	carrying large hollow blocks.	carrying large hollow blocks.
	control when using equipment.	To develop running and stopping.	shapes, balances and travelling	enlarge a small hole they dug	- Continue to develop their	- Continue to develop their
	To follow instructions and play	To develop changing direction.	actions.	with a trowel.	movement, balancing, riding	movement, balancing, riding
	safely as a group.	To develop jumping.	To develop balancing and safely	• Be increasingly independent as	(scooters, trikes and bikes) and	(scooters, trikes and bikes) and ball
	To follow a path and take turns.	To develop hopping.	using apparatus.	they get dressed and undressed,	ball skills.	skills.
	To work co-operatively with a	To explore different ways to travel	To develop jumping and landing	for example, putting coats on	 Start taking part in some group 	 Start taking part in some group





YEAR N: 2023-24

partner.	using equipment.	safely from a height.	and doing up zips.	activities which they make up for
Human dignity and Participation		To develop rocking and rolling.		themselves, or in teams.
Development matters 2021:	Development matters 2021:	To explore travelling around, over		 Choose the right resources to
Gross Motor -	Gross Motor -	and through apparatus.		carry out their own plan. For
Continue to develop their	Continue to develop their	To create short sequences linking	Links to PSHE (Health & self-	example, choosing a spade to
movement, balancing, riding	movement, balancing, riding	actions together and including	care)	enlarge a small hole they dug with
(scooters, trikes and bikes) as well	(scooters, trikes and bikes) as well	apparatus.		a trowel.
as ball skills.	as ball skills.		Getset4PE:	• Be increasingly independent as
Go up steps and stairs, or climb	Go up steps and stairs, or climb up	Development matters 2021:	Dance	they get dressed and undressed,
up apparatus using alternate feet.	apparatus using alternate feet.	Gross Motor -	To use counting to help to stay in	for example, putting coats on and
Skip, hop, stand on one leg and	Skip, hop, stand on one leg and	Continue to develop their	time with the music.	doing up zips.
hold a pose for games such as	hold a pose for games such as	movement, balancing, riding	To copy and create different	
musical statues.	musical statues.	(scooters, trikes and bikes) as well as	actions.	Links to PSHE (Health & self-care)
Use large muscle movements to	Use large muscle movements to	ball skills.	To be able to move safely with	
wave flags, streamers, to paint	wave flags, streamers, to paint and	Go up steps and stairs, or climb up	confidence and imagination.	Getset4PE:
and make marks.	make marks.	apparatus using alternate feet.	To express and communicate	Ball Skills
Start taking part in some group	Start taking part in some group	Skip, hop, stand on one leg and hold	ideas through movement.	To develop rolling and tracking a
activities which they make up for	activities which they make up for	a pose for games such as musical	To explore movement using a	ball.
themselves or in teams.	themselves or in teams.	statues.	prop.	To develop accuracy when
Are increasingly able to use and	Fine Motor –	Use large muscle movements to	To move with control and	throwing to a target.
remember sequences and	Start to eat independently and	wave flags, streamers, to paint and	coordination.	To develop dribbling with hands.
patterns of movements which are	learn how to use knife and fork.	make marks.	To move with control and	To develop throwing and catching
related to music and rhythm.	Be mostly independent with self	Start taking part in some group	coordination.	with a partner.
Match their developing physical	care (washing hands and using the	activities which they make up for	To express and communicate	To develop dribbling a ball with
skills to tasks and activities in the	toilet.)	themselves or in teams.	ideas through movement.	your feet.
setting. For example, they decide	Begin to dress and undress		To move with control and	To develop kicking a ball to a
whether to crawl, walk or run	independently	Fine Motor –	coordination.	target.
across a plank, depending on its	Use one handed tools and	Use a comfortable grip with good	To copy and repeat actions,	
length and width.	equipment (making snips in paper	control when holding pens and	linking them together.	Human Dignity
Choose the right resources to	with scissors)	pencils.	To remember and repeat	Participation
carry out a plan.		Show a preference for a dominant	actions.	Development matters 2021:
Collaborate with others to	Human dignity	hand.	To explore body actions,	Gross Motor -
manage large items, such as	Participation	Start to eat independently and learn	pathways and shapes.	Continue to develop their
moving a large plank.		how to use knife and fork.		movement, balancing, riding
		Be mostly independent with self	Human dignity	(scooters, trikes and bikes) as well
Fine Motor –		care (washing hands and using the	Participation	as ball skills.
Start to eat independently and		toilet.)		Go up steps and stairs, or climb up
learn how to use knife and fork.		Begin to dress and undress	Development matters 2021:	apparatus using alternate feet.
Be mostly independent with self		independently	Gross Motor -	Skip, hop, stand on one leg and
care (washing hands and using		Use one handed tools and	Continue to develop their	hold a pose for games such as
the toilet.)		equipment (making snips in paper	movement, balancing, riding	musical statues.
Begin to dress and undress		with scissors)	(scooters, trikes and bikes) as	Use large muscle movements to
independently			well as ball skills.	wave flags, streamers, to paint
Use one handed tools and		Human dignity	Go up steps and stairs, or climb	and make marks.
equipment (making snips in		Participation	up apparatus using alternate	Start taking part in some group
paper with scissors)			feet.	activities which they make up for
			Skip, hop, stand on one leg and	themselves or in teams.
			hold a pose for games such as	Are increasingly able to use and
			musical statues.	remember sequences and
1			Lico largo mucelo movemento to	
			Use large muscle movements to wave flags, streamers, to paint	patterns of movements which are

'As a family we live, love, learn and celebrate with Jesus.'



p for	activities which they make up for
	themselves, or in teams.
to	 Choose the right resources to
	carry out their own plan. For
0	example, choosing a spade to
g with	enlarge a small hole they dug with
	a trowel.
nt as	 Be increasingly independent as
sed,	they get dressed and undressed,
n and	for example, putting coats on and
	doing up zips.
coro)	Links to DSUE (Loolth & colf care)
care)	Links to PSHE (Health & self-care)
	Getset4PE:
	Games
ng a	To follow instructions and move
'Ъ ^и	safely when play tagging games.
	To learn to play against an
	opponent.
nds.	To play by the rules and develop
ching	coordination.
ening	To explore striking a ball and
ith	keeping score.
Terri	To work co-operatively as a team.
1	Human Dignity
	Participation
	Development matters 2021:
	Develop the foundations of a
	handwriting style which is fast,
	accurate and efficient.
	Further develop and refine a range
	of ball skills including: throwing,
s well	catching, kicking, passing, batting,
	and aiming. Develop confidence,
mb up	competence, precision and
et.	accuracy when engaging in
nd	activities that involve a ball.
IS	Use their core muscle strength to
	achieve a good posture when
s to	sitting at a table or sitting on the
nt	floor
	Progress towards a more fluent
up	style of moving, with developing
p for	control and grace.
	Revise and refine the fundamental
and	movement skills they have already
	acquired: - rolling - crawling -
h are	walking - jumping - running -
	hopping - skipping - climbing



$\mathbf{)}$					
				and make marks. Start taking part in some group activities which they make up for themselves or in teams. Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. Fine Motor – Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand. Start to eat independently and learn how to use knife and fork. Be mostly independent with self care (washing hands and using the toilet.) Begin to dress and undress independently Use one handed tools and equipment (making snips in paper with scissors)	whether to crawl, walk or run across a plank, depending on its length and width. Choose the right resources to carry out a plan. Collaborate with others to manage large items, such as moving a large plank. Fine Motor – Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominathand. Start to eat independently and learn how to use knife and fork. Be mostly independent with self care (washing hands, toothbrushing and using the
PSED	 Routines Settling in Independence Turn taking and sharing Class rules / behaviour expectations Talk about families and how they are all different but all special. Being a member of our Nursery class. Human dignity Subsidiarity Participation Promoting Peace	 Talk about self positively and about abilities Play co-operatively RSE link Me, my body, my health Subsidiarity Participation Promoting Peace Human dignity Development matters 2021: Has a sense of responsibility and membership within a community. Begin to show confidence in social 	 Beginning to negotiate and solve problems without aggression Play co-operatively RSE Scheme: New people, new places Children will learn: Change is a part of growing up. Their experiences of change will help their transition to Reception God is with them every step of the way as they grow and change. Participation Promoting Peace Human dignity 	 Initiates conversations, attends to and takes account of what others say Play co-operatively Show sensitivity to others' needs and feelings and form positive relationships RSE link: Personal relationships Promoting Peace Participation Human Dignity The Common Good Stewardship 	 Takes steps to resolve conflicts with other children, e.g. finding compromise Explains own knowledge and understanding, and asks appropriate questions of others Play co-operatively Show sensitivity to others' nee and feelings and form positive relationships RSE Scheme: What is the internet? Playing online Children will learn: That the internet connects us to
	Development matters 2021: Has a sense of responsibility and	situations. Playing with one or more children	Development matters 2021:	Development matters 2021: Begin to show confidence in	others -That the internet helps us in lot



cal	
the	
cide	
1 I	
its	
)	
good	
nd	
inant	
d	
rk.	
self	
as	
ed.	
food,	
baper	
cts	- Talk about feelings, own and
	_
ng a	others behaviour, work well with
	others, understand and take
а	-
d	changes of routine in their stride.
	- Play co-operatively
ers	 Show sensitivity to others' needs
	and feelings and form positive
	- ·
leeds	relationships
e	
-	DCC Cohomos
	RSE Scheme:
	When I grow up
	Money doesn't grow on trees.
	Children will learn:
	 About some different types of
	jobs
	-
s to	-That having a job can help us to
	look after each other and the
1.1	
lots	world



YEAR N: 2023-24

membership within a community. Begin to show confidence in social situations. Playing with one or more children and extending ideas. Increasingly following rules and understanding why we have rules. Can express their feelings and beginning to consider how their peers feel.	and extending ideas. Increasingly following rules and understanding why we have rules. Can express their feelings and beginning to consider how their peers feel.	Has a sense of responsibility and membership within a community. Begin to show confidence in social situations. Playing with one or more children and extending ideas. Increasingly following rules and understanding why we have rules. Can express their feelings and beginning to consider how their peers feel. Using words such as happy, sad angry or worried.	social situations. Playing with one or more children and extending ideas. Increasingly following rules and understanding why we have rules. Using words such as happy, sad angry or worried. Can express their feelings and beginning to consider how their peers feel.	of ways -about safe and unsafe situation online. -That they can ask for help from their special people. -Only Jesus can help us with everything Human Dignity Solidarity Development matters 2021: Shows confidence in social situations. Playing with one or more childre and extending ideas. Increasingly following rules and understanding why we have rule Can express their feelings and beginning to consider how their peers feel. Using words such as happy, sad angry or worried.
Little Wandles- Foundations for Phonics	Little Wandles- Foundations for Phonics	Little Wandles- Foundations for Phonics	Little Wandles- Foundations for Phonics	Little Wandles- Foundations for Phonics
Rhyme time- Listening to and joining in with nursery rhymes then taking part in activities with a focus on the following: -Listening -Syllables -Rhyming -Alliteration -Sound knowledge	Rhyme time- Listening to and joining in with nursery rhymes then taking part in activities with a focus on the following: -Listening -Syllables -Rhyming -Alliteration -Sound knowledge	in with nursery rhymes then taking part in activities with a focus on the following: -Listening -Syllables -Rhyming -Alliteration -Sound knowledge	joining in with nursery rhymes then taking part in activities with a focus on the following: -Listening -Syllables -Rhyming -Alliteration -Sound knowledge	Rhyme time- Listening to and joining in with nursery rhymes then taking part in activities wit focus on the following: -Listening -Syllables -Rhyming -Alliteration -Sound knowledge
no sounds – focus on Rhyme time and settling children into your setting's routines.	blending activities	blending activities	blending activities	Tuning into sounds and oral blending activities
 Baseline Make meaningful marks Recognise their name 	s a t p i n m - Story sequencing	dgocke	urhbfl	Covering the initial phonemes: j v w y z qu ch
 Engage in conversations about stories to expand vocabulary Recognise key concepts about 	 Recognise their name Demonstrate understanding about what they have read (retelling / 	World Book Day - Recognise their name	 Fact files Non fiction writing Initial sounds 	 Story sequencing Rhyming/alliteration Segment and blend cvc picture
	Begin to show confidence in social situations. Playing with one or more children and extending ideas. Increasingly following rules and understanding why we have rules. Can express their feelings and beginning to consider how their peers feel. Little Wandles- Foundations for Phonics Rhyme time- Listening to and joining in with nursery rhymes then taking part in activities with a focus on the following: -Listening -Syllables -Rhyming -Alliteration -Sound knowledge No sounds – focus on Rhyme time and settling children into your setting's routines Baseline - Make meaningful marks - Recognise their name - Engage in conversations about stories to expand vocabulary	Begin to show confidence in social situations.Increasingly following rules and understanding why we have rules. Can express their feelings and beginning to consider how their peers feel.Increasingly following rules and understanding why we have rules. Can express their feelings and beginning to consider how their peers feel.Increasingly following rules and understanding why we have rules. Can express their feelings and beginning to consider how their peers feel.Little Wandles- Foundations for PhonicsLittle Wandles- Foundations for PhonicsRhyme time- Listening to and joining in with nursery rhymes then taking part in activities with a focus on the following: - Listening - Syllables - SyllablesRhyme time- Listening to and joining in with nursery rhymes then taking part in activities with a focus on the following: - Listening - SyllablesRhyme time- Listening to and joining in with nursery rhymes then taking part in activities with a focus on the following: - Listening - Syllables - Shyming - Alliteration - Sound knowledgeRhyme time- Listening to and joining in with nursery rhymes that in goal divides - Syllables - Syllables - Syllables - Syllables - Syllables - Syllables - Sound knowledgeTuning into sounds and oral blending activities - Sound knowledgeNo sounds – focus on Rhyme time and settling children into your settling 's routines.Tuning into sounds and oral blending activities - Sourd knowledge- Baseline - Baseline - Baseline - Baseline - Recognise their name - Sourge their name <br< th=""><th>Begin to show confidence in social situations.Increasingly following rules and understanding why we have rules. Can express their feelings and beginning to consider how their peers feel.membership within a community. Begin to show confidence in social and extending ideas. Increasingly following rules and understanding why we have rules. Can express their feelings and beginning to consider how their peers feel.membership within a community. Begin to show confidence in social and extending ideas. Increasingly following rules and understanding why we have rules. Can express their feelings and beginning to consider how their peers feel.Little Wandles- Foundations for PhonicsLittle Wandles- Foundations for PhonicsLittle Wandles- Foundations for PhonicsLittle Wandles- Foundations for PhonicsRhyme time- Listening to and joining in with nursery rhymes then taking part in activities with a focus on the following: - Listening - SyllablesRhyme time- Listening to and joining in with nursery rhymes the taking part in activities with a focus on the following: - Listening - SyllablesRhyme time- Listening to and joining in with nursery rhymes the taking part in activities with a focus - SyllablesNo sounds – focus on Rhyme time atting struitiesTuning into sounds and oral bending activitiesRune inter all phonemes: - SyllablesNase meaningful marks - Recognise their name - Engage in conversation solaTuning into sounds and oral bending activitiesTuning into sounds and oral bending activitiesNase meaningful marks - Recognise their name - Engage in conversation solaTuning into sounds and oral bending activitiesCovering the in</th><th>Begin to show confidence in social protection of the straining with one or more children and extending ideas. Increasingly following rules and understanding why we have rules. Can express their feelings and beginning to consider how their peers feel.Begin to show confidence in social situations.Playing with one or more children and extending ideas. Increasingly following rules and understanding why we have rules. Can express their feelings and beginning to consider how their peers feel.Begin to show confidence in social situations.Playing with one or more children and extending ideas. Increasingly following rules and understanding why we have rules. Can express their feelings and beginning to consider how their peers feel.Playing with one or more children and extending ideas. Increasingly following rules and understanding why we have rules. Can express their feelings and beginning to consider how their peers feel.Playing with one or more children and extending ideas. Increasingly following rules and understanding why we have rules. Can express their feelings and beginning to consider how their peers feel.Playing with one or more children and beginning to consider how their peers feel.Utile Wandles - Foundations for PhonicsUtile Wandles - Foundations for PhonicsUtile Wandles - Foundations for PhonicsNetwork - Market Mar</th></br<>	Begin to show confidence in social situations.Increasingly following rules and understanding why we have rules. Can express their feelings and beginning to consider how their peers feel.membership within a community. Begin to show confidence in social and extending ideas. Increasingly following rules and understanding why we have rules. Can express their feelings and beginning to consider how their peers feel.membership within a community. Begin to show confidence in social and extending ideas. Increasingly following rules and understanding why we have rules. Can express their feelings and beginning to consider how their peers feel.Little Wandles- Foundations for PhonicsLittle Wandles- Foundations for PhonicsLittle Wandles- Foundations for PhonicsLittle Wandles- Foundations for PhonicsRhyme time- Listening to and joining in with nursery rhymes then taking part in activities with a focus on the following: - Listening - SyllablesRhyme time- Listening to and joining in with nursery rhymes the taking part in activities with a focus on the following: - Listening - SyllablesRhyme time- Listening to and joining in with nursery rhymes the taking part in activities with a focus - SyllablesNo sounds – focus on Rhyme time atting struitiesTuning into sounds and oral bending activitiesRune inter all phonemes: - SyllablesNase meaningful marks - Recognise their name - Engage in conversation solaTuning into sounds and oral bending activitiesTuning into sounds and oral bending activitiesNase meaningful marks - Recognise their name - Engage in conversation solaTuning into sounds and oral bending activitiesCovering the in	Begin to show confidence in social protection of the straining with one or more children and extending ideas. Increasingly following rules and understanding why we have rules. Can express their feelings and beginning to consider how their peers feel.Begin to show confidence in social situations.Playing with one or more children and extending ideas. Increasingly following rules and understanding why we have rules. Can express their feelings and beginning to consider how their peers feel.Begin to show confidence in social situations.Playing with one or more children and extending ideas. Increasingly following rules and understanding why we have rules. Can express their feelings and beginning to consider how their peers feel.Playing with one or more children and extending ideas. Increasingly following rules and understanding why we have rules. Can express their feelings and beginning to consider how their peers feel.Playing with one or more children and extending ideas. Increasingly following rules and understanding why we have rules. Can express their feelings and beginning to consider how their peers feel.Playing with one or more children and beginning to consider how their peers feel.Utile Wandles - Foundations for PhonicsUtile Wandles - Foundations for PhonicsUtile Wandles - Foundations for PhonicsNetwork - Market Mar

'As a family we live, love, learn and celebrate with Jesus.'



tions	 -That God has given us all strengths, gifts and talents to do His work -About strengths and interests needed to do different jobs -Money helps us buy things. -That wants and needs are different. -That God's love and the love we share with others is freely given and our most important need. Human Dignity Participation
ldren nd rules. d neir	Development matters 2021: Shows confidence in social situations. Talk with peers on how to solve conflict. Increasingly following rules and understanding why we have rules. Can express their feelings and beginning to consider how their peers feel. Using words such as happy, sad angry or worried.
d es with a	Little Wandles- Foundations for Phonics Rhyme time- Listening to and joining in with nursery rhymes then taking part in activities with a focus on the following: -Listening -Syllables -Rhyming -Alliteration -Sound knowledge
es: cures	Tuning into sounds and oral blending activities Covering the initial phonemes: ck x sh th ng nk Spot and suggest rhymes from our stories. Recognise words with the same



YEAR N: 2023-24

print answering questions / predicting - Write/ copy their name Recognise their name - Attempts to write / make what might happen next etc) - Talk about what happened in the Talk about what happened in meaningful marks story - Clap and count syllables in words the story Recognise their name **Participation** - Recognise key concepts about - Discuss the main characters - Discuss the main characters Write their name - Demonstrate understanding about Make own story version print Demonstrate understanding **Development matters 2021:** - Write some of their name. what they have read (retelling / about what they have read • Understand the five key answering questions / predicting (retelling / answering questio **Participation** predicting what might happe concepts about print: - print has what might happen next etc) **Participation** meaning - print can have different - Early writing for lists, invitations, next etc) purposes - we read English text **Development matters 2021:** postcards Participation from left to right and from top to • Understand the five key concepts Initial sounds **Development matters 2021:** bottom - the names of the about print: - print has meaning -• Understand the five key different parts of a book - page print can have different purposes -Participation concepts about print: - print has **Development matters 2021:** we read English text from left to sequencing meaning - print can have Understand the five key Engage in extended right and from top to bottom - the different purposes - we read concepts about print: - print has names of the different parts of a **Development matters 2021:** conversations about stories, English text from left to right and meaning - print can have different learning new vocabulary. book - page sequencing Understand the five key concepts from top to bottom - the names purposes - we read English text Develop their phonological about print: - print has meaning of the different parts of a book from left to right and from top to awareness, so that they can: print can have different purposes bottom - the names of the page sequencing different parts of a book - page - spot and suggest rhymes we read English text from left to • Develop their phonological right and from top to bottom - the awareness, so that they can: - count or clap syllables in a word sequencing Engage in extended conversations names of the different parts of a - spot and suggest rhymes Develop their phonological about stories, learning new book - page sequencing - count or clap syllables in a awareness, so that they can: vocabulary. Develop their phonological word - spot and suggest rhymes • Write some or all of their name. awareness, so that they can: - count or clap syllables in a word recognise words with the same - spot and suggest rhymes initial sound, such as money and - recognise words with the same - count or clap syllables in a word mother initial sound, such as money and mother - recognise words with the same Engage in extended initial sound, such as money and conversations about stories, • Engage in extended mother learning new vocabulary. conversations about stories, Engage in extended conversations • Use some of their print and learning new vocabulary. about stories, learning new letter knowledge in their early • Use some of their print and letter knowledge in their early vocabulary. writing. For example: writing a • Use some of their print and letter pretend shopping list that starts writing. For example: writing a knowledge in their early writing. For at the top of the page; writing pretend shopping list that starts at example: writing a pretend shopping the top of the page; writing 'm' for 'm' for mummy. list that starts at the top of the page; Write some or all of their mummy. writing 'm' for mummy. • Write some or all of their name. name. • Write some or all of their name. • Write some letters accurately. • Write some letters accurately. • Write some letters accurately. Maths Number of the week Number Number Number Number Shape To develop awareness of pattern. Weight Length Positional vocab, number Develop fast recognition of up Develop fast recognition of up to 3 • Develop fast recognition of up problems to 3 objects, without having to to 3 objects, without having to Develop fast recognition of up to objects, without having to count count them individually 3 objects, without having to count them individually ('subitising'). count them individually Develop fast recognition of u ('subitising'). • Recite numbers them individually ('subitising'). • Recite numbers past 5. • Say one ('subitising'). • Recite numbers 3 objects, without having to co past 5. • Say one number for each Recite numbers past 5. • Say one number for each item in order: past 5. • Say one number for them individually ('subitising') item in order: 1,2,3,4,5. • Know number for each item in order: 1,2,3,4,5. • Know that the last each item in order: 1,2,3,4,5. • Recite numbers past 5. • Say o that the last number reached 1,2,3,4,5. • Know that the last number reached when counting a Know that the last number number for each item in order when counting a small set of number reached when counting a small set of objects tells you how reached when counting a small 1,2,3,4,5. • Know that the last objects tells you how many there small set of objects tells you how many there are in total ('cardinal set of objects tells you how number reached when countir

'As a family we live, love, learn and celebrate with Jesus.'

TEACHER: Miss Tinsley/Mrs Lovell



B	
ons	/
n	

initial sound. Count or clap syllables. Writing names. Use some print and letter knowledge in their early writing. Writing letters of name more accurately. **Participation Development matters 2021:** • Understand the five key concepts about print: - print has meaning print can have different purposes we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing

• Develop their phonological awareness, so that they can:

- spot and suggest rhymes

- count or clap syllables in a word - recognise words with the same initial sound, such as money and mother

• Engage in extended conversations about stories, learning new vocabulary. • Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.

• Write some or all of their name. Write some letters accurately

Number Capacity

• Develop fast recognition of up to
3 objects, without having to count
them individually ('subitising'). •
Recite numbers past 5. • Say one
number for each item in order:
1,2,3,4,5. • Know that the last
number reached when counting a
small set of objects tells you how
many there are in total ('cardinal



YEAR N: 2023-24

	are in total ('cardinal principle'). • Show 'finger numbers' up to 5. • Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. • Experiment with their own symbols and marks as well as numerals. • Solve real world mathematical problems with numbers up to 5. • Compare quantities using language: 'more than', 'fewer than'. SHAPE: Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round' Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. • Combine shapes to make new ones – an arch, a bigger triangle etc	 many there are in total ('cardinal principle'). • Show 'finger numbers' up to 5. • Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. • Experiment with their own symbols and marks as well as numerals. • Solve real world mathematical problems with numbers up to 5. • Compare quantities using language: 'more than', 'fewer than'. PATTERN: • Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc. • Extend and create ABAB patterns – stick, leaf, stick, leaf. • Notice and correct an error in a repeating pattern 	principle'). • Show 'finger numbers' up to 5. • Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. • Experiment with their own symbols and marks as well as numerals. • Solve real world mathematical problems with numbers up to 5. • Compare quantities using language: 'more than', 'fewer than'. WEIGHT: Make comparisons between objects relating to size, length, weight and capacity Participation	many there are in total ('cardinal principle'). • Show 'finger numbers' up to 5. • Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. • Experiment with their own symbols and marks as well as numerals. • Solve real world mathematical problems with numbers up to 5. • Compare quantities using language: 'more than', 'fewer than'. LENGTH: Make comparisons between objects relating to size, length, weight and capacity. Participation	 small set of objects tells you how many there are in total ('cardinal principle'). • Show 'finger numbers' up to 5. • Link numeral and amounts: for example, showing the right number of objects to match the numeral, ut to 5. • Experiment with their ow symbols and marks as well as numerals. • Solve real world mathematical problems with numbers up to 5. • Compare quantities using language: 'more than', 'fewer than'. Positional vocab, number problems: • Understand position through words alone – for example, "T bag is under the table," – with no pointing. • Describe a familiar route. • Discuss routes and locations, usiwords like 'in front of' and 'behind'.
UTW	ParticipationAll about me:- School routines- Understand similarities /differences between people- All about me – talk about familyand routines and traditions athome- Understand change (nursery toreception) etc Paint their faces- Draw a picture of their family- Draw maps of where they liveBrown Bear, Brown bear what doyou see?- Draw maps of our bear hunt- Colour mixing and discussion ofcamouflage and hibernation.Experiment on hibernation.Human DignitySolidarityDevelopment matters 2021:-Use their senses in hands onexperiences of natural materials.	 Discuss the Christmas story Talk about different traditions at Christmas Bonfire Night: Bonfire Night – fireworks, safety around fire, sparklers. International week: International week International week – India – flags, holi festival, mendi, naan breads, clay diva lamps Diwali: Diwali – consider similarities and differences between the celebrations & religions, Diwa lamps, Mendhi patterns, Henna, Indian flag. Birthdays: Look at children's traditions when celebrating their birthday. Bake cakes Similarities and differences around the world 	Chinese New Year: - Chinese culture similarities and differences - Cook Chinese food and taste - Chinese dragon dances - Chinese letters and numbers - Look at Chinese clothing - Speak some basic mandarin. Fairy Tales: Compare with traditional tales from other cultures Human Dignity Stewardship Participation Promoting Peace Development matters 2021: - Talk about what they see, using a wide range of Vocabulary. - Explore how things work. - Continue to develop positive	Let's get GrowingPlanting beans/seeds- observeover timeObserving/trying seasonal fruitand vegCompare height of children- linkto family and age.AnimalsAnimal life cyclesMetamorphosisCaring for living things-caterpillars/chicks in classI love Bugs-Bug hunt-Bug hotel-Sorting and classifying bugs andinsects-Life cycles/ButterfliesSpring-Spring walk	Participation Transport Visit from emergency services Comparing vehicles that are many for water, land and sky. Floating and sinking objects Development matters 2021: Explore the natural world aroun them. Recognise some similarities and differences between life in this country and life in other countri • Developing an understanding or growth, decay and changes over time • Shows care and concern for living things and the environment Building the Kingdom: Stewardship Participation Subsidiarity

'As a family we live, love, learn and celebrate with Jesus.'



ı how	principle'). • Show 'finger
dinal	numbers' up to 5. • Link numerals
	and amounts: for example,
merals	showing the right number of
	objects to match the numeral, up
f	to 5. • Experiment with their own
al, up	symbols and marks as well as
r own	numerals. • Solve real world
as	mathematical problems with
3	numbers up to 5. • Compare
h	quantities using language: 'more
e	than', 'fewer than'.
more	Conscitut
	Capacity:
	Make comparisons between
	objects relating to size, length,
	weight and capacity.
ugh	
e, "The	Participation
with	
•	
s, using	
	Commotion in the Ocean:
es	Compare animals that live on land/
	Compare animals that live on land/ in water.
es made	Compare animals that live on land/ in water. Recycling- taking care of the
	Compare animals that live on land/ in water. Recycling- taking care of the oceans/ sea creatures
	Compare animals that live on land/ in water. Recycling- taking care of the
	Compare animals that live on land/ in water. Recycling- taking care of the oceans/ sea creatures
e made	Compare animals that live on land/ in water. Recycling- taking care of the oceans/ sea creatures Pond dipping LOtC
e made	Compare animals that live on land/ in water. Recycling- taking care of the oceans/ sea creatures Pond dipping LOtC Stewardship
e made : round	Compare animals that live on land/ in water. Recycling- taking care of the oceans/ sea creatures Pond dipping LOtC Stewardship Participation
e made : round and	Compare animals that live on land/ in water. Recycling- taking care of the oceans/ sea creatures Pond dipping LOtC Stewardship Participation Subsidiarity
e made : round and :his	Compare animals that live on land/ in water. Recycling- taking care of the oceans/ sea creatures Pond dipping LOtC Stewardship Participation
e made : round and this untries.	Compare animals that live on land/ in water. Recycling- taking care of the oceans/ sea creatures Pond dipping LOtC Stewardship Participation Subsidiarity Human Dignity
e made : round and :his	Compare animals that live on land/ in water. Recycling- taking care of the oceans/ sea creatures Pond dipping LOtC Stewardship Participation Subsidiarity Human Dignity Development matters 2021:
e made : round and this untries.	Compare animals that live on land/ in water. Recycling- taking care of the oceans/ sea creatures Pond dipping LOtC Stewardship Participation Subsidiarity Human Dignity Development matters 2021: -Begin to make sense of Family's
e made : round and this untries. ling of	Compare animals that live on land/ in water. Recycling- taking care of the oceans/ sea creatures Pond dipping LOtC Stewardship Participation Subsidiarity Human Dignity Development matters 2021: -Begin to make sense of Family's history.
e made : round and this untries. ling of	Compare animals that live on land/ in water. Recycling- taking care of the oceans/ sea creatures Pond dipping LOtC Stewardship Participation Subsidiarity Human Dignity Development matters 2021: -Begin to make sense of Family's history. -Know that there are different
e made round and chis untries. ling of over	Compare animals that live on land/ in water. Recycling- taking care of the oceans/ sea creatures Pond dipping LOtC Stewardship Participation Subsidiarity Human Dignity Development matters 2021: -Begin to make sense of Family's history.
e made round and this untries. ling of over or	Compare animals that live on land/ in water. Recycling- taking care of the oceans/ sea creatures Pond dipping LOtC Stewardship Participation Subsidiarity Human Dignity Development matters 2021: -Begin to make sense of Family's history. -Know that there are different
e made round and this untries. ling of over or	Compare animals that live on land/ in water. Recycling- taking care of the oceans/ sea creatures Pond dipping LOtC Stewardship Participation Subsidiarity Human Dignity Development matters 2021: -Begin to make sense of Family's history. -Know that there are different countries in the world and talk
e made round and this untries. ling of over or	Compare animals that live on land/ in water. Recycling- taking care of the oceans/ sea creatures Pond dipping LOtC Stewardship Participation Subsidiarity Human Dignity Development matters 2021: -Begin to make sense of Family's history. -Know that there are different countries in the world and talk about the differences they have
e made round and this untries. ling of over or	Compare animals that live on land/ in water. Recycling- taking care of the oceans/ sea creatures Pond dipping LOtC Stewardship Participation Subsidiarity Human Dignity Development matters 2021: -Begin to make sense of Family's history. -Know that there are different countries in the world and talk about the differences they have seen.



YEAR N: 2023-24

	-Begin to make sense of their own	- Seasonal changes – weather, what		-observational drawings	Human Dignity
	life stories.	clothes to wear in each season etc.	between people	-Signs of spring	
		- Experiment – What clothes should			
		teddy wear?		Easter:	
		Human Dignity		-Why do we celebrate Easter?	
		Stewardship		-What happened to Jesus at	
		Participation		Easter time?	
		Development matters 2021:			
		-Explore collections of materials		Development matters 2021:	
		with similar and different		Understand the effect of	
		properties.		changing seasons on the natural	
		-Explore how things work.		world around them.	
		- Talk about the difference between		Describe what they see, hear and feel whilst outside.	
		materials and how they change.			
				Explore the natural world around them.	
				Comments and asks questions	
				about aspects of their familiar	
				world such as the place where	
				they live or the natural world •	
				Developing an understanding of	
				growth, decay and changes over	
				time	
				time	
				Building the Kingdom:	
				Stewardship	
				Participation	
				Subsidiarity	
				Promoting Peace	
EAD	All about me:	Christmas:	Chinese New Year:	Let's Get Growing	Transport
	-face painting	- Christmas cards	- Stir fry cooking	Cress heads	Making stomp rockets
	-observational drawing	- Christmas decoration	- Trying fortune cookies	Planting	Junk modelling vehicles
	-painting names and decorating	- Wrapping paper and tag	- Chinese lanterns	- Repeated patterns using	Making boats- will they float
	them	-Christmas role play	-Explore Chinese numbers	caterpillar finger prints	
	-making their face with natural	Bonfire night:	- · ·	-Symmetrical pattern printing	Artist of the term: Matisse - sna
	objects	- Bonfire night pictures	Fairy Tales:	butterflies	
	Five senses:	- Sparklers	Role play familiar tales	-Tadpoles from the pond in	- Father's Day cards
	- Explore senses – the five senses	-Campfire	Making gingerbread men	forest school	
	- Cutting/modelling with clay or	Diwali:	Making and trying porridge	-Minibeast hunt	Puilding the Kingdom.
	play dough	- Diwali lamps	Making bear masks	-Minibeast small world	Building the Kingdom: Subsidiarity
	 scented playdough smell pots 	 Diwali paintings International week: 	Human Dignity	-Bug hotel Mother's Day cards	Human Dignity
	-what's in the box?		Promoting Peace	Mother's Day cards	Human Dignity
		 International week – India – flags, holi festival, mendi, naan breads. 	Solidarity	Easter:	Development matters 2021:
	Brown Bear, Brown Bear, What		Soluality	- Easter cards	Development matters 2021: - Make imaginative and complex
	do you see? -Colour mixing	Birthdays: - Invitations	Development matters 2021:		small world scenes.
	-Experimenting with different	- Baking cakes	-Draw with increasing complexity	 Decorate easter eggs Hot cross buns 	-Join materials to explore differe
	textures	- Birthday cards	and detail.		textures.
	Human Dignity	- Guest list	-Explore colour and colour mixing.	Mardi Gras:	- Play instruments with increasi
	Solidarity	Promoting Peace	-Listen with increased attention to	-Masks	control to express their feelings
L	Sondarity			IVID3N3	control to express their reellings

'As a family we live, love, learn and celebrate with Jesus.'



	respect and care for the natural environment and all living things	
	Commotion in the Ocean	
	Make an ocean in a bottle.	
	Making natural sea creatures	
t		
-		
- snail		
	Stewardship	
	Participation	
	Subsidiarity	
	Human Dignity	
	- ·	
	Development matters 2021:	
	-Show different emotions in their	
	drawings and paintings like happy	
:	or sad.	
nplex	-Create their own songs or	
	improvise a song around one they	
fferent	know.	
easing		
ings		



YEAR N: 2023-24

\sim					
		Distributive justice	sounds.	-Festivals	and ideas.
	Development matters 2021:	Solidarity	-Remember and sing entire songs.		
	-Take part in pretend play.	Subsidarity		Spring:	
	-Explore different materials	The Common Good		-Drawings of daffodils	
	freely.	Development matters 2021:		-Natural collages	
		-Begin to listen to sounds.		Stewardship	
		-Begin to develop complex stories		Participation	
		using small world resources.		Development matters 2021:	
		-Develop their own ideas and then		-Use drawing to represent ideas	
		decide which resources to use to		like movement or loud noises.	
		express them.		-Respond to what they've heard,	
		-Create closed shapes with		expressing thoughts and	
		continuous lines.		feelings.	
		- Begin to remember songs and		-Singing the pitch of a tone sung	
		rhymes.		by another person.	
				-Sing the melodic shape of	
				familiar songs.	







