



YEAR B	AUTUMN		SPRING		SUMMER	
<b>Topic</b>	<p><b>All about me!- Ourselves</b></p> <p><b>All about me:</b> Incredible you - Rhys Brisenden Marvellous me: Inside and out- Lisa Bullard Maisy Goes to Nursery</p> <p><b>Autumn:</b> - 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</p> <p>Humans (N/R)-</p>	<p><b>Repetitive story patterns Christmas</b></p> <p><b>Repetitive story Patterns:</b> We're going on a Bear Hunt Monkey and Me Polar Bear, Polar Bear, What Do you Hear?</p> <p><b>Diwali: 31st Oct-1st Nov</b> - Dipali's Diwali – Twinkl - Rama and Sita - Lighting a lamp - Jonny Zucker</p> <p><b>Bonfire Night:</b> - 5th Nov Pumpkin Soup – Helen Cooper</p> <p><b>Nursery Rhyme Week:</b> 11-15th Nov</p> <p><b>Remembrance day</b> - 11th Nov</p> <p><b>Christmas:</b> - Stickman - Julia Donaldson - Mog's Christmas - Judith Kerr - The Christmas Story</p> <p>Living things (N) Sound (R)</p>	<p><b>Fairy Tales</b></p> <p><b>Fairy Tales</b> The Gingerbread Man Goldilocks and the Three Bears Three Little Pigs</p> <p><b>New Year Epiphany Hanukkah St Valentine's Day Chinese New Year</b></p> <p><b>Seasons: Winter</b></p> <p>Electricity (N) Materials (R)</p>	<p><b>Let's Get Growing (animals)</b></p> <p><b>Let's Get Growing:</b> -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</p> <p><b>Spring:</b> -The Tiny Seed -Hello Spring -Spring is Here</p> <p><b>-Mother's Day</b></p> <p><b>Easter:</b> -We're going on an Egg hunt -Easter Story -Five little Easter Bunnies -How to catch the Easter Bunny</p> <p>Animals, excluding humans (N) Light (R)</p>	<p><b>Transport (people who help us)</b></p> <p><b>Transport</b> Oi! Get off Our Train Who's Driving Mr Grumpy's Motor Car</p> <p>Real Superheroes Awesome Ambulances Emergency</p> <p><b>Seasons: Summer</b></p> <p>Sound (N) Living things (R)</p>	<p><b>Commotion in the Ocean (Under the Sea/Pirates)</b></p> <p><b>New Beginnings (Transition)</b></p> <p><b>Commotion in the Ocean</b> Commotion in the Ocean The Snail and the Whale Tiddler Mister Seahorse The Pirates Next Door Pirates Love Underpants</p> <p><b>Transition</b> When a Dragon Goes to School The Colour Monster Goes to School</p> <p>Forces (N/R)</p>
<b>School trips/enhancements</b>	Father Norbert to visit - welcome service	Nativity performance	Parent readers welcome for story sessions	Spring walk School trip- farm	Visit from a fire engine or police car	Visiting reception
<b>LOTC</b>	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	Obstacle course Hammer leaf patterns Dream catchers
<b>RE</b>	<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</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</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</li> </ul>	<p><b>Desert to garden</b></p> <p>Lent is a time to care for others. We make Lenten promises.</p> <ul style="list-style-type: none"> <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</li> </ul>	<p><b>To the ends of the Earth</b></p> <p>Jesus went to His Father but sent us a special helper, the Holy Spirit at Pentecost.</p> <ul style="list-style-type: none"> <li>Pentecost is the birthday of the Church.</li> <li>The parish church is a special place where we gather to</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</li> </ul>

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



	<p>one another.</p> <ul style="list-style-type: none"> <li>We enter church through baptism.</li> <li>God asked us to look after His world.</li> </ul> <p>We learn the actions and words of the sign of the cross</p> <p>Welcome Mass with Father Norbert</p>	<p>a stable and laid in the manger.</p> <ul style="list-style-type: none"> <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>for everyone, loves everyone and cares for everyone.</p> <ul style="list-style-type: none"> <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>new life and that Jesus is with us still.</p> <ul style="list-style-type: none"> <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>meet, pray and sing.</p> <ul style="list-style-type: none"> <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>faith and why it matters to them to be a friend of Jesus.</p> <ul style="list-style-type: none"> <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>
<p>RSE</p>		<p><b>Story Sessions:</b> 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!</p> <p><b>Session 1: I am Me</b> • 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!</p> <p><b>Session 2: Heads, Shoulders, Knees and Toes</b> • That their bodies are good and made by God • The names of the parts of the body (not genitalia)</p> <p><b>Session 3: Ready Teddy?</b> • That our bodies are good and we need to look after them • What constitutes a healthy lifestyle, including exercise, diet, sleep and personal hygiene.</p> <p><b>Subsidiarity</b> <b>Participation</b> <b>Promoting Peace</b> <b>Human dignity</b></p>	<p><b>Session 1: I like, You like, We all like!</b> • 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</p> <p><b>Session 2: Good feelings, bad feelings</b> • A language to describe their feelings • An understanding that everyone experiences feelings, both good and bad • Simple strategies for managing feelings</p> <p><b>Session 3: Let's get real</b> • 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</p> <p><b>Session 1: Growing up</b> • That there are natural life stages from birth to death, and what these are</p> <p><b>Participation</b> <b>Promoting Peace</b></p>	<p><b>Session 1: Role Model</b> • 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</p> <p><b>Session 1: Who's Who?</b> • 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</p> <p><b>Session 2: You've got a friend in me</b> • 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</p> <p><b>Session 3: Forever friends</b> • To recognise when they have</p>	<p><b>Session 1: Safe inside and out</b> • About safe and unsafe situations indoors and outdoors, including online. • That they can ask for help from their special people.</p> <p><b>Session 2: My body, my rules</b> • 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 people we can trust for help, especially those closest to us who care for us, including our teachers and our parish priest</p> <p><b>Session 3: Feeling poorly</b> • Medicines should only be taken 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 to us.</p> <p><b>Session 4: People who help us</b> • There are lots of jobs designed to help us. • Paramedics help us in a medical</p>	<p><b>Session 1: God is love</b> • That God is love: Father, Son and Holy Spirit • That being made in His image means being called to be loved and to love others</p> <p><b>Session 2: Loving God, loving others</b> • What a community is, and that God calls us to live in community with one another • Some Scripture illustrating the importance of living in a community • No matter how small our offerings, they are valuable to God and He can use them for His glory.</p> <p><b>Session 1: Me, You, Us</b> • That they belong to various communities, such as home, school, parish, the wider local area, nation and the global community • That they should help at home with practical tasks such as keeping their room tidy, helping in the kitchen, etc. • That we have a duty of care for others and for the world we live in (charity work, recycling, etc.) • About what harms and what</p>



			<p><b>Human dignity</b></p>	<p>been unkind to others and say sorry.</p> <ul style="list-style-type: none"> <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><b>Promoting Peace Participation Human Dignity The Common Good Stewardship</b></p>	<p>emergency.</p> <ul style="list-style-type: none"> <li>• First Aid can be used in non-emergency situations, as well as whilst waiting for an ambulance</li> </ul> <p><b>Human Dignity Solidarity</b></p>	<p>improves the world in which they live</p> <p><b>Human Dignity Participation</b></p>
<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>Participation Human Dignity The Common Good</b></p> <p><b>Development matters 2021:</b> Enjoy listening to longer stories and can recall most of what happens. Can find it challenging to pay attention to more than one thing at a time. Use a wider range of Vocabulary. Understand a question or instruction that has two parts such as "Get your coat and wait at the door." Understand why questions such as "Why do you think the caterpillar got so big?" May have problems saying some sounds: r, j, th, ch, and sh.</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>Participation Human Dignity The Common Good</b></p> <p><b>Development matters 2021:</b> Enjoy listening to longer stories and can recall most of what happens. Can find it challenging to pay attention to more than one thing at a time. Use a wider range of Vocabulary. Understand a question or instruction that has two parts such as "Get your coat and wait at the door." Knowing rhymes, begin to talk about familiar books and tell stories. Understand why questions such as "Why do you think the caterpillar got so big?" May have problems saying some sounds: r, j, th, ch, and sh. Struggle with multisyllabic words such as Pterodactyl, planetarium and hippopotamus.</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> <li>- Responds to instructions involving a two-part sequence.</li> </ul> <p><b>Participation Human Dignity The Common Good Promoting Peace</b></p> <p><b>Development matters 2021:</b> Enjoy listening to longer stories and can recall most of what happens. Can find it challenging to pay attention to more than one thing at a time. Use a wider range of Vocabulary. Understand a question or instruction that has two parts such as "Get your coat and wait at the door." Knowing rhymes, begin to talk about familiar books and tell stories. Understand why questions such as "Why do you think the caterpillar got so big?" Singing a large repertoire of songs and rhymes. Use longer sentences of four to six</p>	<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> <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 or events</li> </ul> <p><b>Participation</b></p> <p><b>Development matters 2021:</b> Enjoy listening to longer stories and can recall most of what happens. 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Knowing rhymes, begin to talk about familiar books and tell stories.</p>	<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> <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 or events</li> </ul> <p><b>Participation</b></p> <p><b>Development matters 2021:</b> Enjoy listening to longer stories and can recall most of what happens. Can find it challenging to pay attention to more than one thing at a time. Use a wider range of Vocabulary. 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Understand a question or instruction that has two parts such as "Get your coat and wait at the door." Knowing rhymes, begin to talk about familiar books and tell stories. Understand why questions such as</p>



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<p><b>PD</b></p>	<ul style="list-style-type: none"> <li>- Fine motor skills activities to strengthen hands and fingers</li> <li>- Show preference for a dominant hand.</li> <li>- Dressing independently</li> <li>- Dry and clean during the day</li> <li>- Races / chasing / riding bikes and scooters / climbing equipment (outside)</li> </ul> <p>Links to PSHE (Health &amp; self-care)</p> <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</p>	<ul style="list-style-type: none"> <li>- Show preference for a dominant hand.</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>- Develop pencil grip</li> <li>- Races / chasing / riding bikes and scooters / climbing equipment (outside)</li> <li>- Using tools, construction and malleable materials (playdough) safely</li> </ul> <p>Links to PSHE (Health &amp; self-care)</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</p>	<ul style="list-style-type: none"> <li>- Show preference for a dominant hand.</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>- Develop pencil grip</li> <li>- Races / chasing / riding bikes and scooters / climbing equipment (outside)</li> <li>- Using tools, construction and malleable materials (playdough) safely</li> </ul> <p>Links to PSHE (Health &amp; self-care)</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</p>	<ul style="list-style-type: none"> <li>• Use one-handed tools and equipment, for example, making snips in paper with scissors.</li> <li>• Use a comfortable grip with good control when holding pens and pencils.</li> <li>• Show a preference for a dominant hand.</li> <li>- Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</li> <li>• Start taking part in some group activities which they make up for themselves, or in teams.</li> <li>• Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.</li> <li>• Be increasingly independent as they get dressed and undressed, for example, putting coats on</li> </ul>	<ul style="list-style-type: none"> <li>• Use one-handed tools and equipment, for example, making snips in paper with scissors.</li> <li>• Use a comfortable grip with good control when holding pens and pencils.</li> <li>• Show a preference for a dominant hand.</li> <li>• 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.</li> <li>• Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</li> <li>- Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</li> <li>• Start taking part in some group</li> </ul>	<ul style="list-style-type: none"> <li>• Use one-handed tools and equipment, for example, making snips in paper with scissors.</li> <li>• Use a comfortable grip with good control when holding pens and pencils.</li> <li>• Show a preference for a dominant hand.</li> <li>• 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.</li> <li>• Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</li> <li>- Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</li> <li>• Start taking part in some group</li> </ul>



<p>partner.</p> <p><b>Human dignity and Participation</b></p> <p><b>Development matters 2021:</b></p> <p><b>Gross Motor -</b> Continue to develop their movement, balancing, riding (scooters, trikes and bikes) as well as ball skills. Go up steps and stairs, or climb up apparatus using alternate feet. Skip, hop, stand on one leg and hold a pose for games such as musical statues. Use large muscle movements to wave flags, streamers, to paint 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. Choose the right resources to carry out a plan. Collaborate with others to manage large items, such as moving a large plank.</p> <p><b>Fine Motor –</b> 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)</p>	<p>using equipment.</p> <p><b>Development matters 2021:</b></p> <p><b>Gross Motor -</b> Continue to develop their movement, balancing, riding (scooters, trikes and bikes) as well as ball skills. Go up steps and stairs, or climb up apparatus using alternate feet. Skip, hop, stand on one leg and hold a pose for games such as musical statues. Use large muscle movements to wave flags, streamers, to paint and make marks. Start taking part in some group activities which they make up for themselves or in teams.</p> <p><b>Fine Motor –</b> 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)</p> <p><b>Human dignity Participation</b></p>	<p>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></p> <p><b>Gross Motor -</b> Continue to develop their movement, balancing, riding (scooters, trikes and bikes) as well as ball skills. Go up steps and stairs, or climb up apparatus using alternate feet. Skip, hop, stand on one leg and hold a pose for games such as musical statues. Use large muscle movements to wave flags, streamers, to paint and make marks. Start taking part in some group activities which they make up for themselves or in teams.</p> <p><b>Fine Motor –</b> 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)</p> <p><b>Human dignity Participation</b></p>	<p>and doing up zips.</p> <p>Links to PSHE (Health &amp; self-care)</p> <p><b>Getset4PE:</b></p> <p><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>Human dignity Participation</b></p> <p><b>Development matters 2021:</b></p> <p><b>Gross Motor -</b> Continue to develop their movement, balancing, riding (scooters, trikes and bikes) as well as ball skills. Go up steps and stairs, or climb up apparatus using alternate feet. Skip, hop, stand on one leg and hold a pose for games such as musical statues. Use large muscle movements to wave flags, streamers, to paint</p>	<p>activities which they make up for themselves, or in teams.</p> <ul style="list-style-type: none"> <li>Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.</li> <li>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</li> </ul> <p>Links to PSHE (Health &amp; self-care)</p> <p><b>Getset4PE:</b></p> <p><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>Human Dignity Participation</b></p> <p><b>Development matters 2021:</b></p> <p><b>Gross Motor -</b> Continue to develop their movement, balancing, riding (scooters, trikes and bikes) as well as ball skills. Go up steps and stairs, or climb up apparatus using alternate feet. Skip, hop, stand on one leg and hold a pose for games such as musical statues. Use large muscle movements to wave flags, streamers, to paint 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.</p>	<p>activities which they make up for themselves, or in teams.</p> <ul style="list-style-type: none"> <li>Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.</li> <li>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</li> </ul> <p>Links to PSHE (Health &amp; self-care)</p> <p><b>Getset4PE:</b></p> <p><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>Human Dignity Participation</b></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>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.</p> <p><b>Fine Motor –</b> 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)</p>	<p>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. Choose the right resources to carry out a plan. Collaborate with others to manage large items, such as moving a large plank.</p> <p><b>Fine Motor –</b> 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, toothbrushing and using the toilet.) Be increasingly independent as they get dressed and undressed. Make healthy choices about food, drink, activities and tooth brushing. Use one handed tools and equipment (making snips in paper with scissors)</p>	
<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>- Class rules / behaviour expectations</li> <li>- Talk about families and how they are all different but all special.</li> <li>- Being a member of our Nursery class.</li> </ul> <p><b>Human dignity</b> <b>Subsidiarity</b> <b>Participation</b> <b>Promoting Peace</b></p> <p><b>Development matters 2021:</b> Has a sense of responsibility and</p>	<ul style="list-style-type: none"> <li>- Talk about self positively and about abilities</li> <li>- Play co-operatively</li> </ul> <p><b>RSE link</b> -Me, my body, my health</p> <p><b>Subsidiarity</b> <b>Participation</b> <b>Promoting Peace</b> <b>Human dignity</b></p> <p><b>Development matters 2021:</b> Has a sense of responsibility and membership within a community. Begin to show confidence in social situations. Playing with one or more children</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>RSE Scheme:</b> <b>New people, new places</b> 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.</p> <p><b>Participation</b> <b>Promoting Peace</b> <b>Human dignity</b></p> <p><b>Development matters 2021:</b></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>RSE link:</b> -Personal relationships</p> <p><b>Promoting Peace</b> <b>Participation</b> <b>Human Dignity</b> <b>The Common Good</b> <b>Stewardship</b></p> <p><b>Development matters 2021:</b> Begin to show confidence in</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>RSE Scheme:</b> <b>What is the internet?</b> <b>Playing online</b> Children will learn: -That the internet connects us to others -That the internet helps us in lots</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>RSE Scheme:</b> <b>When I grow up</b> <b>Money doesn't grow on trees.</b> Children will learn: -About some different types of jobs -That having a job can help us to look after each other and the world</p>	



	<p>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.</p>	<p>and extending ideas. Increasingly following rules and understanding why we have rules. Can express their feelings and beginning to consider how their peers feel.</p>	<p>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.</p>	<p>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.</p>	<p>of ways -about safe and unsafe situations online. -That they can ask for help from their special people. -Only Jesus can help us with everything</p> <p><b>Human Dignity Solidarity</b> <b>Development matters 2021:</b> Shows 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.</p>	<p>-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.</p> <p><b>Human Dignity Participation</b> <b>Development matters 2021:</b> 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.</p>
<p><b>Literacy</b></p> <p><b>Phonics</b></p>	<p><b>Little Wandles- Foundations for Phonics</b></p> <p>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</p> <p>No sounds – focus on Rhyme time and settling children into your setting's routines.</p> <ul style="list-style-type: none"> <li>- Baseline</li> <li>- Make meaningful marks</li> <li>- Recognise their name</li> <li>- Engage in conversations about stories to expand vocabulary</li> <li>- Recognise key concepts about</li> </ul>	<p><b>Little Wandles- Foundations for Phonics</b></p> <p>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</p> <p>Tuning into sounds and oral blending activities</p> <p>Covering the initial phonemes: s a t p i n m</p> <ul style="list-style-type: none"> <li>- Story sequencing</li> <li>- Recognise their name</li> <li>- Demonstrate understanding about what they have read (retelling /</li> </ul>	<p><b>Little Wandles- Foundations for Phonics</b></p> <p>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</p> <p>Tuning into sounds and oral blending activities</p> <p>Covering the initial phonemes: d g o c k e</p> <p>World Book Day</p> <ul style="list-style-type: none"> <li>- Recognise their name</li> </ul>	<p><b>Little Wandles- Foundations for Phonics</b></p> <p>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</p> <p>Tuning into sounds and oral blending activities</p> <p>Covering the initial phonemes: u r h b f l</p> <ul style="list-style-type: none"> <li>- Fact files</li> <li>- Non fiction writing</li> <li>- Initial sounds</li> </ul>	<p><b>Little Wandles- Foundations for Phonics</b></p> <p>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</p> <p>Tuning into sounds and oral blending activities</p> <p>Covering the initial phonemes: j v w y z qu ch</p> <ul style="list-style-type: none"> <li>- Story sequencing</li> <li>- Rhyming/alliteration</li> <li>- Segment and blend cvc pictures</li> </ul>	<p><b>Little Wandles- Foundations for Phonics</b></p> <p>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</p> <p>Tuning into sounds and oral blending activities</p> <p>Covering the initial phonemes: ck x sh th ng nk</p> <ul style="list-style-type: none"> <li>- Spot and suggest rhymes from our stories.</li> <li>- Recognise words with the same</li> </ul>



	<p>print</p> <p><b>Participation</b></p> <p><b>Development matters 2021:</b></p> <ul style="list-style-type: none"> <li>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</li> <li>Engage in extended conversations about stories, learning new vocabulary.</li> </ul>	<p>answering questions / predicting what might happen next etc)</p> <ul style="list-style-type: none"> <li>Clap and count syllables in words</li> <li>Recognise key concepts about print</li> <li>Write some of their name.</li> </ul> <p><b>Participation</b></p> <p><b>Development matters 2021:</b></p> <ul style="list-style-type: none"> <li>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</li> <li>Develop their phonological awareness, so that they can: <ul style="list-style-type: none"> <li>spot and suggest rhymes</li> <li>count or clap syllables in a word</li> </ul> </li> <li>Engage in extended conversations about stories, learning new vocabulary.</li> <li>Write some or all of their name.</li> </ul>	<ul style="list-style-type: none"> <li>Write/ copy their name</li> <li>Talk about what happened in the story</li> <li>Discuss the main characters</li> <li>Demonstrate understanding about what they have read (retelling / answering questions / predicting what might happen next etc)</li> <li>Early writing for lists, invitations, postcards</li> </ul> <p>Initial sounds</p> <p><b>Participation</b></p> <p><b>Development matters 2021:</b></p> <ul style="list-style-type: none"> <li>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</li> <li>Develop their phonological awareness, so that they can: <ul style="list-style-type: none"> <li>spot and suggest rhymes</li> <li>count or clap syllables in a word</li> <li>recognise words with the same initial sound, such as money and mother</li> </ul> </li> <li>Engage in extended conversations about stories, learning new vocabulary.</li> <li>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.</li> <li>Write some or all of their name.</li> <li>Write some letters accurately.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise their name</li> <li>Talk about what happened in the story</li> <li>Discuss the main characters</li> <li>Make own story version</li> </ul> <p><b>Participation</b></p> <p><b>Development matters 2021:</b></p> <ul style="list-style-type: none"> <li>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</li> <li>Develop their phonological awareness, so that they can: <ul style="list-style-type: none"> <li>spot and suggest rhymes</li> <li>count or clap syllables in a word</li> <li>recognise words with the same initial sound, such as money and mother</li> </ul> </li> <li>Engage in extended conversations about stories, learning new vocabulary.</li> <li>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.</li> <li>Write some or all of their name.</li> <li>Write some letters accurately.</li> </ul>	<ul style="list-style-type: none"> <li>Attempts to write / make meaningful marks</li> <li>Recognise their name</li> <li>Write their name</li> <li>Demonstrate understanding about what they have read (retelling / answering questions / predicting what might happen next etc)</li> </ul> <p><b>Participation</b></p> <p><b>Development matters 2021:</b></p> <ul style="list-style-type: none"> <li>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</li> <li>Develop their phonological awareness, so that they can: <ul style="list-style-type: none"> <li>spot and suggest rhymes</li> <li>count or clap syllables in a word</li> <li>recognise words with the same initial sound, such as money and mother</li> </ul> </li> <li>Engage in extended conversations about stories, learning new vocabulary.</li> <li>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.</li> <li>Write some or all of their name.</li> <li>Write some letters accurately.</li> </ul>	<p>initial sound.</p> <p>Count or clap syllables.</p> <p>Writing names.</p> <p>Use some print and letter knowledge in their early writing.</p> <p>Writing letters of name more accurately.</p> <p><b>Participation</b></p> <p><b>Development matters 2021:</b></p> <ul style="list-style-type: none"> <li>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</li> <li>Develop their phonological awareness, so that they can: <ul style="list-style-type: none"> <li>spot and suggest rhymes</li> <li>count or clap syllables in a word</li> <li>recognise words with the same initial sound, such as money and mother</li> </ul> </li> <li>Engage in extended conversations about stories, learning new vocabulary.</li> <li>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.</li> <li>Write some or all of their name.</li> <li>Write some letters accurately</li> </ul>
<p><b>Maths</b></p>	<p><b>Number of the week</b></p> <p><b>Shape</b></p> <ul style="list-style-type: none"> <li>Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</li> <li>Recite numbers past 5.</li> <li>Say one number for each item in order: 1,2,3,4,5.</li> <li>Know that the last number reached when counting a small set of objects tells you how many there</li> </ul>	<p><b>Number</b></p> <p><b>To develop awareness of pattern.</b></p> <ul style="list-style-type: none"> <li>Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</li> <li>Recite numbers past 5.</li> <li>Say one number for each item in order: 1,2,3,4,5.</li> <li>Know that the last number reached when counting a small set of objects tells you how</li> </ul>	<p><b>Number</b></p> <p><b>Weight</b></p> <ul style="list-style-type: none"> <li>Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</li> <li>Recite numbers past 5.</li> <li>Say one number for each item in order: 1,2,3,4,5.</li> <li>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal</li> </ul>	<p><b>Number</b></p> <p><b>Length</b></p> <ul style="list-style-type: none"> <li>Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</li> <li>Recite numbers past 5.</li> <li>Say one number for each item in order: 1,2,3,4,5.</li> <li>Know that the last number reached when counting a small set of objects tells you how</li> </ul>	<p><b>Number</b></p> <p><b>Positional vocab, number problems</b></p> <ul style="list-style-type: none"> <li>Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</li> <li>Recite numbers past 5.</li> <li>Say one number for each item in order: 1,2,3,4,5.</li> <li>Know that the last number reached when counting a</li> </ul>	<p><b>Number</b></p> <p><b>Capacity</b></p> <ul style="list-style-type: none"> <li>Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</li> <li>Recite numbers past 5.</li> <li>Say one number for each item in order: 1,2,3,4,5.</li> <li>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal</li> </ul>





	<p>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'.</p> <p><b>SHAPE:</b> 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'</p> <p>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</p> <p><b>Participation</b></p>	<p>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'.</p> <p><b>PATTERN:</b> • 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</p> <p><b>Participation</b></p>	<p>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'.</p> <p><b>WEIGHT:</b> Make comparisons between objects relating to size, length, weight and capacity</p> <p><b>Participation</b></p>	<p>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'.</p> <p><b>LENGTH:</b> Make comparisons between objects relating to size, length, weight and capacity.</p> <p><b>Participation</b></p>	<p>small set of objects tells you how 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'.</p> <p><b>Positional vocab, number problems:</b> • Understand position through words alone – for example, "The bag is under the table," – with no pointing.  • Describe a familiar route. • Discuss routes and locations, using words like 'in front of' and 'behind'.</p> <p><b>Participation</b></p>	<p>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'.</p> <p><b>Capacity:</b> Make comparisons between objects relating to size, length, weight and capacity.</p> <p><b>Participation</b></p>
<p><b>UTW</b></p>	<p><b>All about me:</b> - School routines - Understand similarities / differences between people - All about me – talk about family and routines and traditions at home - Understand change (nursery to reception) etc. - Paint their faces - Draw a picture of their family - Draw maps of where they live</p> <p><b>Brown Bear, Brown bear what do you see?</b> - Draw maps of our bear hunt - Colour mixing and discussion of camouflage and hibernation. Experiment on hibernation.</p> <p><b>Human Dignity Solidarity</b></p> <p><b>Development matters 2021:</b> -Use their senses in hands on experiences of natural materials.</p>	<p>- Discuss the Christmas story - Talk about different traditions at Christmas</p> <p><b>Bonfire Night:</b> - Bonfire Night – fireworks, safety around fire, sparklers.</p> <p><b>International week:</b> - International week – India – flags, holi festival, mendi, naan breads, clay diva lamps</p> <p><b>Diwali:</b> - Diwali – consider similarities and differences between the celebrations &amp; religions, Diwa lamps, Mendhi patterns, Henna, Indian flag.</p> <p><b>Birthdays:</b> - Look at children's traditions when celebrating their birthday. - Bake cakes - Similarities and differences around the world</p> <p><b>Seasonal changes/Autumn:</b></p>	<p><b>Chinese New Year:</b> - 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.</p> <p><b>Fairy Tales:</b> Compare with traditional tales from other cultures</p> <p><b>Human Dignity Stewardship Participation Promoting Peace</b></p> <p><b>Development matters 2021:</b> -Talk about what they see, using a wide range of Vocabulary. -Explore how things work. - Continue to develop positive</p>	<p><b>Let's get Growing</b> Planting beans/seeds- observe over time Observing/trying seasonal fruit and veg Compare height of children- link to family and age.</p> <p><b>Animals</b> Animal life cycles Metamorphosis Caring for living things- caterpillars/chicks in class</p> <p><b>I love Bugs</b> -Bug hunt -Bug hotel -Sorting and classifying bugs and insects -Life cycles/Butterflies</p> <p><b>Spring</b> -Spring walk</p>	<p><b>Transport</b> Visit from emergency services Comparing vehicles that are made for water, land and sky. Floating and sinking objects</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. • Developing an understanding of growth, decay and changes over time • Shows care and concern for living things and the environment</p> <p><b>Building the Kingdom: Stewardship Participation Subsidiarity</b></p>	<p><b>Commotion in the Ocean:</b> Compare animals that live on land/ in water. Recycling- taking care of the oceans/ sea creatures Pond dipping LOTC</p> <p><b>Stewardship Participation Subsidiarity Human Dignity</b></p> <p><b>Development matters 2021:</b> -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. -Show an interest in different occupations. - Begin to understand the need to</p>



	<p>-Begin to make sense of their own life stories.</p> <p>- Seasonal changes – weather, what clothes to wear in each season etc. - Experiment – What clothes should teddy wear? <b>Human Dignity</b> <b>Stewardship</b> <b>Participation</b> <b>Development matters 2021:</b> -Explore collections of materials with similar and different properties. -Explore how things work. - Talk about the difference between materials and how they change.</p>	<p>attitudes about the differences between people</p>	<p>-observational drawings -Signs of spring</p> <p><b>Easter:</b> -Why do we celebrate Easter? -What happened to Jesus at Easter time?</p> <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. 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</p> <p><b>Building the Kingdom:</b> <b>Stewardship</b> <b>Participation</b> <b>Subsidiarity</b> <b>Promoting Peace</b></p>	<p><b>Human Dignity</b></p>	<p>respect and care for the natural environment and all living things</p>	
EAD	<p><b>All about me:</b> -face painting -observational drawing -painting names and decorating them -making their face with natural objects <b>Five senses:</b> - Explore senses – the five senses - Cutting/modelling with clay or play dough - scented playdough -smell pots -what’s in the box? <b>Brown Bear, Brown Bear, What do you see?</b> -Colour mixing -Experimenting with different textures <b>Human Dignity</b> <b>Solidarity</b></p>	<p><b>Christmas:</b> - Christmas cards - Christmas decoration - Wrapping paper and tag -Christmas role play <b>Bonfire night:</b> - Bonfire night pictures - Sparklers -Campfire <b>Diwali:</b> - Diwali lamps - Diwali paintings <b>International week:</b> - International week – India – flags, holi festival, mendi, naan breads. <b>Birthdays:</b> - Invitations - Baking cakes - Birthday cards - Guest list <b>Promoting Peace</b></p>	<p><b>Chinese New Year:</b> - Stir fry cooking - Trying fortune cookies - Chinese lanterns -Explore Chinese numbers</p> <p>Fairy Tales: Role play familiar tales Making gingerbread men Making and trying porridge Making bear masks</p> <p><b>Human Dignity</b> <b>Promoting Peace</b> <b>Solidarity</b></p> <p><b>Development matters 2021:</b> -Draw with increasing complexity and detail. -Explore colour and colour mixing. -Listen with increased attention to</p>	<p><b>Let’s Get Growing</b> Cress heads Planting - Repeated patterns using caterpillar finger prints -Symmetrical pattern printing butterflies -Tadpoles from the pond in forest school -Minibeast hunt -Minibeast small world -Bug hotel Mother’s Day cards</p> <p><b>Easter:</b> - Easter cards - Decorate easter eggs - Hot cross buns</p> <p><b>Mardi Gras:</b> -Masks</p>	<p><b>Transport</b> Making stomp rockets Junk modelling vehicles Making boats- will they float</p> <p><b>Artist of the term: Matisse - snail</b> - Father’s Day cards</p> <p><b>Building the Kingdom:</b> <b>Subsidiarity</b> <b>Human Dignity</b></p> <p><b>Development matters 2021:</b> - Make imaginative and complex small world scenes. -Join materials to explore different textures. - Play instruments with increasing control to express their feelings</p>	<p><b>Commotion in the Ocean</b> Make an ocean in a bottle. Making natural sea creatures</p> <p><b>Stewardship</b> <b>Participation</b> <b>Subsidiarity</b> <b>Human Dignity</b></p> <p><b>Development matters 2021:</b> -Show different emotions in their drawings and paintings like happy or sad. -Create their own songs or improvise a song around one they know.</p>



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