



2025-26		Autumn		Spring		Summer	
Topic		<b>Ourselves</b> Settling in All about me Autumn	<b>Celebrations</b> Remembrance Day All Saints Day Diwali Advent Christmas Chinese New Year	<b>Animals</b> New Year Epiphany Hanukkah St Valentine’s Day Winter	<b>Journeys</b> Shrove Tuesday Spring Easter	<b>Traditional tales</b> Mother’s Day Pentecost	<b>People who help us</b> Summer Transitions
School trips/enhancements		Father Norbert to visit - welcome service	Nativity performance	Parent readers welcome for story sessions	Spring walk	School trip	Parent visitors welcome to talk about their occupations or hobbies
RE		<b>Creation and covenant</b> The whole of creation shows God’s love for us.	<b>Prophecy and promise</b> Mary was called to be Jesus’ mother. Jesus was born in a stable.	<b>Galilee to Jerusalem</b> The Magi visited Jesus with gifts.	<b>Desert to garden</b> Easter is a celebration that Jesus is still with us.	<b>To the ends of the Earth</b> Sunday is a special day for the Church to celebrate.	<b>Dialogue and encounter</b> To understand the Christian family and beyond. Jewish belief in One God.
RSHE			<b>Life to the full scheme:</b>  <b>Unit 1 – Religious Understanding</b> <b>Story Sessions: Handmade With Love</b> <ul style="list-style-type: none"><li>•We are created individually by God as part of His creation plan</li><li>•We are all God’s children and are special</li><li>• Our bodies were created by God and are good</li><li>• We can give thanks to God!</li></ul> <b>Unit 2 – Me, My Body, My Health</b> <b>Session 1 - I am Me</b> <ul style="list-style-type: none"><li>• We are all unique, with individual gifts, talents and skills.</li><li>• Whilst we all different, we have similarities because we are made in God’s image, difference is part of God’s plan!</li><li>• We can give thanks to God</li></ul> <b>Session 2: Heads, Shoulders, Knees and Toes</b> <ul style="list-style-type: none"><li>• Our bodies are good and made by God</li><li>• The names of the parts of the body (not genitalia)</li></ul> <b>Session 3: Ready Teddy?</b> <ul style="list-style-type: none"><li>• Our bodies are good and we need to look after them</li><li>• What constitutes a healthy lifestyle, including exercise, diet,</li></ul>	<b>Life to the full scheme:</b>  <b>Unit 3 – Emotional Wellbeing</b> <b>Session 1 - I Like, You Like, We All Like</b> <ul style="list-style-type: none"><li>• We all have different ‘tastes’ (likes and dislikes), but also similar needs (to be loved and respected, to be safe etc)</li><li>• It is natural for us to relate to and trust one another</li></ul> <b>Session 2 – All the Feelings!</b> <ul style="list-style-type: none"><li>• A language to describe feelings</li><li>• An understanding that everyone experiences feelings, both good and bad</li><li>• Simple strategies for managing feelings</li></ul> <b>Session 3 - Let’s Get Real</b> <ul style="list-style-type: none"><li>• Simple strategies for managing emotions and behaviour</li><li>• We have choices and these choices can impact how we feel and respond.</li><li>• We can say sorry and forgive like Jesus</li></ul> <b>Unit 4 – Life Cycles</b> <b>Session 1 – Growing up</b> <ul style="list-style-type: none"><li>• there are natural life stages from birth to death, and what</li></ul>	<b>Life to the full scheme:</b>  <b>Unit 1- Religious Understanding</b> <b>Session 1: Role Model</b> <ul style="list-style-type: none"><li>• We are part of God’s family</li><li>• Jesus cared for others and wanted them to live good lives like him</li><li>• We should love other people in the same way God loves us</li></ul> <b>Unit 2 – Personal Relationships</b> <b>Session 1 - Who’s Who?</b> <ul style="list-style-type: none"><li>• To identify special people (e.g. parents, carers, friends) and what makes them special</li><li>• The importance of the nuclear family and of the wider family</li><li>• The importance of being close to and trusting of ‘special people’ and telling them is something is troubling them</li></ul> <b>Session 2 - You’ve Got a Friend in Me</b> <ul style="list-style-type: none"><li>• How their behaviour affects other people and that there is appropriate and inappropriate behaviour</li><li>• The characteristics of positive and negative relationships</li><li>• About different types of teasing and that all bullying is wrong and</li></ul>	<b>Life to the full scheme:</b>  <b>Unit 3- Life Online</b> <b>Session 1 – What is the Internet</b> <ul style="list-style-type: none"><li>•The internet connects us to others</li><li>•The internet helps us in lots of ways</li></ul> <b>Session 2 – Playing online</b> <ul style="list-style-type: none"><li>• about safe and unsafe situations online. -That they can ask for help from their special people.</li><li>•Only Jesus can help us with everything</li></ul> <b>Unit 4 – Keeping Safe</b> <b>Session 1- Safe inside and out</b> <ul style="list-style-type: none"><li>•About safe and unsafe situations indoors and outdoors, including online.</li><li>• That they can ask for help from their special people.</li></ul> <b>Session 2: My body, my rules</b> <ul style="list-style-type: none"><li>• To know they are entitled to bodily privacy</li><li>• That they can and should be open with ‘special people’ they trust if anything troubles them</li><li>• That there are different people we can trust for help, especially those closest to us who care for us, including our teachers and our</li></ul>	<b>Unit 1 – Religious Understanding</b> <b>Session 1 - God Is Love</b> <ul style="list-style-type: none"><li>• God is love: Father, Son and Holy Spirit</li><li>• That being made in His image means being called to be loved and to love others</li></ul> <b>Session 2 - Loving God, Loving Others</b> <ul style="list-style-type: none"><li>• What a community is, and that God calls us to live in community with one another</li><li>• Some Scripture illustrating the importance of living in a community</li><li>• No matter how small our offerings, they are valuable to God and He can use them for His glory.</li></ul> <b>Unit 2 – Living in the Wider World</b> <b>Session 1 - Me, You, Us</b> <ul style="list-style-type: none"><li>• That they belong to various communities, such as home, school, parish, the wider local area, nation and the global community</li><li>• That they should help at home with practical tasks such as keeping their room tidy, helping in the kitchen, etc.</li><li>• That we have a duty of care for</li></ul>



		sleep and personal hygiene	<p>these are</p> <p><b>Session 2 – New People, New Places</b></p> <ul style="list-style-type: none"> <li>• Change is a part of growing up.</li> <li>• The experiences of change will help with transition to Year 1.</li> <li>• God is with them every step of the way as they grow and change.</li> </ul> <p><b>Classroom shorts</b></p>	<p>unacceptable</p> <p><b>Session 3 - Forever Friends</b></p> <ul style="list-style-type: none"> <li>• To recognise when they have been unkind to others and say sorry.</li> <li>• That when we are unkind, we hurt God and should say sorry.</li> <li>• To recognise when people are being unkind to them and others and how to respond.</li> <li>• That we should forgive like Jesus forgives.</li> </ul>	<p>parish priest</p> <p><b>Session 3: Feeling poorly</b></p> <ul style="list-style-type: none"> <li>• Medicines should only be taken when a parent or doctor gives them to us.</li> <li>• Medicines are not sweets.</li> <li>• We should always try to look after our bodies because God created them and gifted them to us.</li> </ul> <p><b>Session 4: People who help us</b></p> <ul style="list-style-type: none"> <li>• There are lots of jobs designed to help us.</li> <li>• Paramedics help us in a medical emergency.</li> <li>• First Aid can be used in nonemergency situations, as well as whilst waiting for an ambulance</li> </ul>	<p>others and for the world we live in (charity work, recycling, etc.)</p> <ul style="list-style-type: none"> <li>• About what harms and what improves the world in which they live</li> </ul> <p><b>Session 2 – When I grow up Classroom shorts</b></p> <ul style="list-style-type: none"> <li>• Different types of jobs</li> <li>• Having a job can help us to look after each other and the world</li> <li>• God has given us all strengths, gifts and talents to do His work</li> <li>• Strengths and interests needed to do different jobs</li> </ul> <p><b>Session 3 – Money Doesn't Grow on Trees Classroom shorts</b></p> <ul style="list-style-type: none"> <li>• Money helps us buy things.</li> <li>• Our wants and needs are different.</li> <li>• God's love and the love we share with others is freely given and our most important need.</li> </ul>
<b>CAL</b>	<ul style="list-style-type: none"> <li>- Sitting on the carpet, maintaining attention, sitting quietly</li> <li>- Introduced storyline or narrative into their play</li> <li>- Retell stories with puppets</li> </ul> <p><b>Development matters 2021:</b> Understand how to listen carefully and why listening is important. Learn new vocabulary. Use new vocabulary through the day. Ask questions to find out more and to check they understand what has been said to them. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Develop social phrases. Engage in storytimes. Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their</p>	<ul style="list-style-type: none"> <li>- Two-channelled attention – can listen and do for short span</li> <li>- Responds to instructions involving a two-part sequence</li> <li>- Uses talk to organise, sequence and clarify thinking, ideas, feelings and events</li> <li>- Retell a story</li> <li>- Ask and answer questions based on a story they have heard</li> </ul> <p><b>Development matters 2021:</b> Understand how to listen carefully and why listening is important. Learn new vocabulary. Use new vocabulary through the day. Ask questions to find out more and to check they understand what has been said to them. Describe events in some detail. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have</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>Development matters 2021:</b> Understand how to listen carefully and why listening is important. Learn new vocabulary. Use new vocabulary through the day. Ask questions to find out more and to check they understand what has been said to them. Connect one idea or action to another using a range of connectives. Describe events in some detail. Listen to and talk about stories to build familiarity and</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>Development matters 2021:</b> Learn new vocabulary. Use new vocabulary through the day. Ask questions to find out more and to check they understand what has been said to them. Connect one idea or action to another using a range of connectives. Use talk to help work out</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>Development matters 2021:</b> Learn new vocabulary. Use new vocabulary through the day. Ask questions to find out more and to check they understand what has been said to them. Articulate their ideas and thoughts in well-formed sentences.</p>	<ul style="list-style-type: none"> <li>- Retell a story</li> <li>- Predict events in a story</li> <li>- Respond appropriately to what others say, while engaged in another activity</li> <li>- Answer 'how' and 'why' questions about experiences and stories or events</li> <li>- Use correct tenses when speaking</li> <li>- Develop own narratives and explanations by connecting ideas or events</li> <li>- Express themselves effectively, showing awareness of listeners' needs</li> </ul> <p><b>Development matters 2021:</b> Learn new vocabulary. Use new vocabulary through the day. Ask questions to find out more and to check they understand what has been said to them. Articulate their ideas and thoughts in well-formed sentences. Describe events in some detail. Listen to and talk about stories to build familiarity and understanding.</p>



	<p>own words. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs.</p>	<p>developed a deep familiarity with the text; some as exact repetition and some in their own words.</p>	<p>understanding. Use new vocabulary in different contexts.</p>	<p>problems and organise thinking and activities, and to explain how things work and why they might happen. Listen to and talk about stories to build familiarity and understanding. Use new vocabulary in different contexts. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	<p>Connect one idea or action to another using a range of connectives. Describe events in some detail. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Listen to and talk about stories to build familiarity and understanding. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	<p>Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>
<b>PD</b>	<ul style="list-style-type: none"> <li>- Correct pencil grip</li> <li>- Fine motor skills activities to strengthen hands and fingers</li> <li>- Dressing independently</li> <li>- Dry and clean during the day</li> <li>- Beginning for form letters correctly</li> <li>- Races / chasing / riding bikes and scooters / climbing equipment (outside)</li> </ul> <p><b>Getset4PE: Introduction to PE</b> To move around safely in space. To follow instructions and stop safely. To stop safely and develop control when using equipment. To follow instructions and play safely as a group. To follow a path and take turns. To work co-operatively with a partner.</p>	<ul style="list-style-type: none"> <li>- Correct pencil grip</li> <li>- Fine motor skills activities to strengthen hands and fingers</li> <li>- Dressing independently</li> <li>- Dry and clean during the day</li> <li>- Beginning for form letters correctly</li> <li>- Using tools</li> </ul> <p><b>Getset4PE: Fundamentals</b> To develop balancing. To develop running and stopping. To develop changing direction. To develop jumping. To develop hopping. To explore different ways to travel using equipment.</p>	<ul style="list-style-type: none"> <li>- Correct pencil grip</li> <li>- Fine motor skills activities to strengthen hands and fingers</li> <li>- Dressing independently</li> <li>- Dry and clean during the day</li> <li>- Forming many letters correctly</li> <li>- Races / chasing / riding bikes and scooters / climbing equipment (outside)</li> <li>- Using tools, construction and malleable materials (playdough) safely</li> <li>- Practices some appropriate safety measures without direct supervision</li> </ul> <p><b>Getset4PE: Gymnastics</b> To create short sequences using shapes, balances and travelling actions. To develop balancing and safely using apparatus. To develop jumping and landing safely from a height. To develop rocking and rolling. To explore travelling around, over and through apparatus. To create short sequences linking actions together and including apparatus.</p>	<ul style="list-style-type: none"> <li>- Correct pencil grip</li> <li>- Fine motor skills activities to strengthen hands and fingers</li> <li>- Forming many letters correctly</li> <li>- Toileting independently</li> <li>- Egg rolling races</li> <li>- Races / chasing / riding bikes and scooters / climbing equipment (outside)</li> <li>- Eats a healthy range of foodstuffs and understands need for variety in food</li> <li>- Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health</li> </ul> <p><b>Getset4PE: 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.</p>	<ul style="list-style-type: none"> <li>- Correct pencil grip</li> <li>- Fine motor skills activities to strengthen hands and fingers</li> <li>- Forming most letters correctly</li> <li>- Toileting independently</li> <li>- Marching / parade / salute</li> <li>- Races / chasing / riding bikes and scooters / climbing equipment (outside)</li> <li>- Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks</li> <li>- Shows understanding of how to transport and store equipment safely</li> </ul> <p><b>Getset4PE: 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>	<ul style="list-style-type: none"> <li>- Correct pencil grip</li> <li>- Fine motor skills activities to strengthen hands and fingers</li> <li>- Forming most letters correctly</li> <li>- Toileting independently</li> <li>- Dancing</li> <li>- Carrying heavy objects</li> <li>- Drumming</li> <li>- Races / chasing / riding bikes and scooters / climbing equipment (outside)</li> </ul> <p><b>Getset4PE: 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>To move with control and coordination.</p> <p>To copy and repeat actions, linking them together.</p> <p>To remember and repeat actions.</p> <p>To explore body actions, pathways and shapes.</p>		
<b><u>PSED</u></b>	<ul style="list-style-type: none"> <li>- Routines</li> <li>- Settling in</li> <li>- Independence</li> <li>- Turn taking and sharing</li> <li>- Who is who? Office staff, dinner staff and SLT invited in to introduce themselves</li> <li>- Class rules / behaviour expectations</li> <li>- Baseline assessment</li> </ul>	<ul style="list-style-type: none"> <li>- Talk about self positively and about abilities</li> <li>- Play co-operatively</li> </ul>	<ul style="list-style-type: none"> <li>- Beginning to negotiate and solve problems without aggression</li> <li>- Play co-operatively</li> </ul>	<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>	<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>	<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>
<b><u>Phonics</u></b>	<p><b>Little Wandle</b></p> <p><b>Phase 2 graphemes:</b> s a t p i n m d g o c k c k e u r h b f l</p> <p><b>Tricky words:</b> is I the</p>	<p><b>Little Wandle</b></p> <p><b>Phase 2 graphemes:</b> ff ll ss j v w x y z zz qu ch sh th ng nk • words with –s /s/ added at the end (hats sits) • words ending –s /z/ (his) and with –s /z/ added at the end (bags)</p> <p><b>Tricky words:</b> put pull full as and has his her go no to into she push he of we me be</p>	<p><b>Little Wandle</b></p> <p><b>Phase 3 graphemes:</b> ai ee igh oa oo oo ar or ur ow oi ear air er</p> <ul style="list-style-type: none"> <li>• words with double letters</li> <li>• longer words</li> </ul> <p><b>Tricky words:</b> was you they my by all are sure pure</p>	<p><b>Little Wandle</b></p> <p><b>Phase3 graphemes:</b> Review Phase 3</p> <ul style="list-style-type: none"> <li>• longer words, including those with double letters</li> <li>• words with –s /z/ in the middle</li> <li>• words with –es /z/ at the end</li> <li>• words with –s /s/ and /z/ at the end</li> </ul> <p><b>Tricky words:</b> Review all taught so far</p>	<p><b>Little Wandle</b></p> <p><b>Phase4:</b> Short vowels with adjacent consonants • CVCC CCVC CCVCC CCCVC CCCVCC • longer words and compound words • words ending in suffixes:–ing, –ed /t/, –ed /id/ /ed/, –est</p> <p><b>Tricky words:</b> said so have like some come love do were here little says there when what one out today</p>	<p><b>Little Wandle</b></p> <p><b>Phase 4:</b> Phase 3 long vowel graphemes with adjacent consonants • CVCC CCVC CCCVC CCV CCVCC • words ending in suffixes:–ing, –ed /t/, –ed /id/ /ed/, –ed /d/ –er, –est</p> <ul style="list-style-type: none"> <li>• longer words and compound words</li> </ul> <p><b>Tricky words:</b> Review all taught so far</p>
<b><u>Literacy</u></b>	<p><b>Essential Writing:</b></p> <p>All Bout Me books</p> <p>My favourite story books</p>	<p><b>Essential Writing:</b></p> <p>My Special People books</p> <p>Pattern books</p>	<p><b>Essential Writing:</b></p> <p>Things I like books</p> <p>Animal stories</p>	<p><b>Essential Writing:</b></p> <p>My celebrations books</p> <p>Journey story books</p>	<p><b>Essential Writing:</b></p> <p>My amazing body books</p> <p>Traditional tale books</p>	<p><b>Essential Writing:</b></p> <p>The World Around Us books</p> <p>My Very Own Story books</p>
<b><u>Mathematics (Mastering number)</u></b>	<p><b>Mastering number</b> Furtherer develop subitising and counting skills. Explore the composition of numbers within 5. Begin to compare sets of objects and use the language of comparison.</p> <p><b>Pupils will:</b></p> <ul style="list-style-type: none"> <li>• identify when a set can be subitised and when counting is needed</li> <li>• subitise different arrangements, both unstructured and structured, including using the Hungarian number frame</li> <li>• make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills</li> </ul>		<p><b>Mastering number</b> Continue to develop subitising and counting skills and explore the composition of numbers within and beyond 5. Begin to identify when two sets are equal or unequal and connect two equal groups to doubles. Begin to connect quantities to numerals.</p> <p><b>Pupils will:</b></p> <ul style="list-style-type: none"> <li>• continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals</li> <li>• begin to identify missing parts for numbers within 5</li> <li>• explore the structure of the numbers 6 and 7 as '5 and a bit' and connect this to finger patterns and the Hungarian</li> </ul>		<p><b>Mastering number</b> Consolidate counting skills, counting to larger numbers and developing a wider range of counting strategies. Secure knowledge of number facts through varied practice.</p> <p><b>Pupils will:</b></p> <ul style="list-style-type: none"> <li>• continue to develop their counting skills, counting larger sets as well as counting actions and sounds</li> <li>• explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame</li> <li>• compare quantities and numbers, including sets of objects which have different attributes</li> <li>• continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2</li> </ul>	



# THE HOLY FAMILY SCHOOL YEARLY OVERVIEW

Year: Reception

Teacher: Ms Kies



	<ul style="list-style-type: none"> <li>spot smaller numbers 'hiding' inside larger numbers</li> <li>connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers</li> <li>hear and join in with the counting sequence, and connect this to the 'staircase' pattern of the counting numbers, seeing that each number is made of one more than the previous number</li> <li>develop counting skills and knowledge, including: that the last number in the count tells us 'how many' (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds</li> <li>compare sets of objects by matching</li> <li>begin to develop the language of 'whole' when talking about objects which have parts</li> </ul>		<p>number frame</p> <ul style="list-style-type: none"> <li>focus on equal and unequal groups when comparing numbers</li> <li>understand that two equal groups can be called a 'double' and connect this to finger patterns</li> <li>sort odd and even numbers according to their 'shape'</li> <li>continue to develop their understanding of the counting sequence and link cardinality and ordinality through the 'staircase' pattern</li> <li>order numbers and play track games</li> <li>join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers</li> </ul>		<ul style="list-style-type: none"> <li>begin to generalise about 'one more than' and 'one less than' numbers within 10</li> <li>continue to identify when sets can be subitised and when counting is necessary</li> <li>develop conceptual subitising skills including when using a rekenrek</li> </ul>	
<b>Mathematics</b>	<p><b>Essential Maths:</b> Comparison – measures</p> <p>Comparing objects by length, thickness and weight/mass, using appropriate language to describe and order them.</p>	<p><b>2D shapes</b></p> <p>Naming, describing properties (sides, corners) of basic 2 D shapes and recognising them in the environment. Selecting, rotating and manipulating shapes to develop spatial reasoning.</p>	<p><b>Essential Maths:</b> Classification</p> <p>Classifying (grouping) objects using given criteria and their own ideas and comparing the groups after classification.</p>	<p><b>Essential Maths:</b> Spatial thinking</p> <p>Developing spatial thinking and spatial language linked to position and direction, in movements and using symbols.</p>	<p><b>Essential Maths:</b> Pattern recognition</p> <p>Noticing, describing and extending patterns, including thinking about what part is the repeating unit.</p>	<p><b>3D shapes</b></p> <p>Naming, describing properties (sides, corners) of basic 3 D shapes and recognising them in the environment.</p>
<b>UTW</b>	<p><b>All about me:</b></p> <ul style="list-style-type: none"> <li>- School routines</li> <li>- Understand similarities / differences between people</li> <li>- All about me – talk about family and routines and traditions at home</li> <li>- Understand change (nursery to reception) etc.</li> <li>- Paint their faces</li> <li>- Draw a picture of their family</li> </ul> <p><b>KAPOW - History</b> <b>Peek into the past</b> Opportunities for the children to reflect on memories and experiences from their own past and comment on images of familiar situations in the past.</p> <p><b>KAPOW – Geography lessons 1, 2, 3</b> <b>Outdoor adventures</b> Using the senses to explore and describe the natural world</p>	<p><b>Christmas:</b></p> <ul style="list-style-type: none"> <li>- Discuss the Christmas story</li> <li>- Talk about different traditions at Christmas</li> </ul> <p><b>Diwali:</b></p> <ul style="list-style-type: none"> <li>- Diwali – consider similarities and differences between the celebrations &amp; religions, Diya lamps, Mendhi patterns, Henna, Indian flag.</li> </ul> <p><b>KAPOW – Geography lessons 4, 5, 6</b> <b>Outdoor adventures</b> Using the senses to explore and describe the natural world around them while outside; understanding the effect of the changing seasons.</p>	<p><b>Chinese New Year:</b></p> <ul style="list-style-type: none"> <li>- Chinese culture similarities and differences</li> <li>- Cook Chinese food and taste</li> <li>- Chinese dragon dances</li> <li>- Chinese letters and numbers</li> <li>- Look at Chinese clothing</li> <li>- Speak a few words in Mandarin.</li> </ul>	<p><b>Minibeasts:</b></p> <ul style="list-style-type: none"> <li>- Life cycle of a butterfly</li> <li>- Have real caterpillars in school</li> <li>- Caterpillar cress growing experiment</li> <li>-Minibeast hunt</li> </ul> <p><b>Plants:</b></p> <ul style="list-style-type: none"> <li>-sowing seeds</li> <li>-growing and observing changes in plants</li> <li>-healthy eating</li> </ul> <p><b>Easter:</b></p> <ul style="list-style-type: none"> <li>-Why do we celebrate Easter?</li> <li>-What happened to Jesus at Easter time?</li> </ul>	<p><b>KAPOW - History</b> <b>Adventures through time</b> Comparing and contrasting people from the past and now by looking at photographs, listening to their stories and learning about their achievements.</p>	<p><b>KAPOW - Geography</b> <b>Maps:</b> Exploring maps through discussion, story-telling, games and creative activity.</p> <p><b>Parents will be invited to visit and talk about their professions, occupations, skills and hobbies and how these can be used to contribute to our community.</b></p>



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