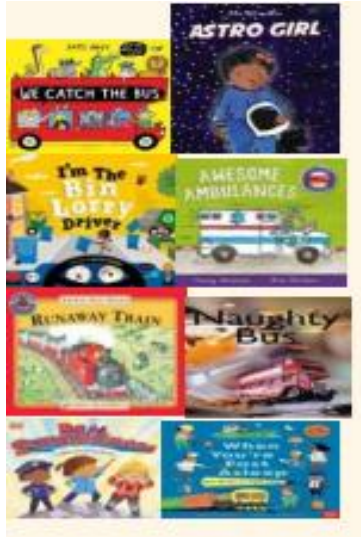




	AUTUMN		SPRING		SUMMER	
Topic	Lift the Flap Books and Ourselves Project Core Texts Dear Zoo Mog's Birthday Owl Babies 	Poetry and Rhyme Books and Maths Picture Books Core Texts Shark Park 1 to 10 and Back Again 	Non-fiction Books and Animal Story Books Core Texts 	Travel and Vehicle Books and People Who Help Us Books Core Texts 	Planting and Growing Books and How We Have Changed Books Core Texts 	Fairy Tale Books and My Story Books Core Texts 
School trips/enhancements	Father Norbert to visit - welcome service Apple picking/ making apple crumble	Nativity performance Making Christmas Biscuits Visit Holy Family Church	Parent readers welcome for story sessions Making Bread World Book Day Visit to the Pet Shop	Visit from a fire engine and the police.	Walk to the Park Spring walk to the Lagoon	Visiting reception End of Year Trip



LOTC	Nature masks/ crowns Leaf threading Leaf sorting Autumn Nature walk	Campfire/ Toasting marshmallows Pantomime	Our local church Dragon dance	Nature crowns Magic wands Spring Walk- looking for signs of Spring	Mini beast hunt Making snail home Nature photography Planting seeds- Sun Flowers Pond dipping	Obstacle course Hammer leaf patterns Dream catchers
RE	Creation and covenant - God created our beautiful world and everything in it, including me. All that god created is good and I am very unique and loved by God. We learn the actions and words of the sign of the cross Welcome Mass with Father Norbert	Prophecy and promise - Mary was chosen by God to have baby Jesus, a very special baby – the son of God. - Angel Gabriel was sent from heaven to pass the message to Mary about her baby. - Jesus was born in Bethlehem in a stable and laid in the manger. - The shepherds visited baby Jesus. - Advent is a time to get ready for Christmas. - Advent wreath, the crib and the Nativity play help us prepare to celebrate Christmas.	Galilee to Jerusalem - At Christmas, we celebrate Jesus' birthday. - The Magi visited Jesus with their gifts. - Jesus welcomes and blesses the children. - Jesus, the Son of God was born for everyone, loves everyone and cares for everyone. - Jesus fed 5000 people by working a miracle. - We pray 'Glory Be' at church as a response to the coming of Jesus. - We try to be loving like Jesus in our words and actions. - We are called to help the poor and the hungry just like Jesus did.	Desert to garden Lent is a time to care for others. We make Lenten promises. - Jesus died on the cross on good Friday and then rose from the dead on Easter Sunday. - Easter is a celebration of new life and that Jesus is with us still. - The Church uses purple and ashes as a sign of Lent and being sorry and white for Easter. - The symbols of the holy week and Easter are palms, the cross, Easter gardens, hot cross buns and Easter eggs. - Easter is celebrated in different ways around the world, for instance with pancakes, hot cross buns and Easter eggs.	To the ends of the Earth Jesus went to His Father but sent us a special helper, the Holy Spirit at Pentecost. - Pentecost is the birthday of the Church. - The parish church is a special place where we gather to meet, pray and sing. - Sunday is a special day for the Church to celebrate. - All people are God's children and brothers and sisters. We can be very different from one another but we are all God's family.	Dialogue and encounter - St Peter and St Paul were Jesus' friends and they travelled the world to share his message of love. - We are also friends of Jesus. - Someone from our local parish will visit us to talk about their faith and why it matters to them to be a friend of Jesus. - 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. - We will invite someone from the local community who represents a different faith to talk about their experiences of God.
RSHE		Story Sessions: Handmade with love – We are created individually by God as part of His creation plan – We are all God's children and are special – Our bodies were created by God and are good – We can give thanks to God! Session 1: I am Me - We are each unique, with individual gifts, talents and skills. - Whilst we all have similarities because we are made in God's image, difference is part of God's plan! Session 2: Heads, Shoulders, Knees and Toes - That their bodies are good and made by God - The names of the parts of the body (not genitalia) Session 3: Ready Teddy?	Session 1: I like, You like, We all like! - That we all have different 'tastes' (likes and dislikes), but also similar needs (to be loved and respected, to be safe etc) - That it is natural for us to relate to and trust one another Session 2: Good feelings, bad feelings - A language to describe their feelings - An understanding that everyone experiences feelings, both good and bad - Simple strategies for managing feelings Session 3: Let's get real - Simple strategies for managing emotions and behaviour - That we have choices and these choices can impact how we feel and respond. - We can say sorry and forgive like	Session 1: Role Model - We are part of God's family - Jesus cared for others and wanted them to live good lives like him - We should love other people in the same way God loves us Session 1: Who's Who? - To identify special people (e.g. parents, carers, friends) and what makes them special - The importance of the nuclear family and of the wider family - The importance of being close to and trusting of 'special people' and telling them is something is troubling them Session 2: You've got a friend in me - How their behaviour affects other people and that there is appropriate and inappropriate behaviour - The characteristics of positive and negative relationships	Session 1: Safe inside and out - About safe and unsafe situations indoors and outdoors, including online. - That they can ask for help from their special people. Session 2: My body, my rules - To know they are entitled to bodily privacy - That they can and should be open with 'special people' they trust if anything troubles them - That there are different people we can trust for help, especially those closest to us who care for us, including our teachers and our parish priest Session 3: Feeling poorly - 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	Session 1: God is love - 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 Session 2: Loving God, loving others - 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. Session 1: Me, You, Us - 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



		• That our bodies are good and we need to look after them • What constitutes a healthy lifestyle, including exercise, diet, sleep and personal hygiene. Subsidiarity Participation Promoting Peace Human dignity	Jesus Session 1: Growing up • That there are natural life stages from birth to death, and what these are Participation Promoting Peace Human dignity	• About different types of teasing and that all bullying is wrong and unacceptable Session 3: Forever friends • To recognise when they have been unkind to others and say sorry. • That when we are unkind, we hurt God and should say sorry. • To recognise when people are being unkind to them and others and how to respond. • That we should forgive like Jesus forgives. Promoting Peace Participation Human Dignity The Common Good Stewardship	gifted them to us. Session 4: People who help us • There are lots of jobs designed to help us. • Paramedics help us in a medical emergency. • First Aid can be used in non-emergency situations, as well as whilst waiting for an ambulance Human Dignity Solidarity	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 improves the world in which they live Human Dignity Participation
CAL						
PD	Get set 4 PE: Introduction to PE unit 1	Get set 4 PE: Fundamentals unit 1 Development matters 2021: Gross Motor - 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. Fine Motor – Start to eat independently and learn how to use knife and fork. Be mostly independent with self care (washing hands and using the toilet.)	Get set 4 PE: Ball skills Development matters 2021: Gross Motor - 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. Fine Motor – Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand.	Get set 4 PE: Dance Development matters 2021: Gross Motor - 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,	Get set 4 PE: Gymnastics Development matters 2021: Gross Motor - 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,	Get set 4 PE- Games Development matters 2021: Develop the foundations of a handwriting style which is fast, accurate and efficient. Further develop and refine a range of ball skills including: throwing, 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



		Begin to dress and undress independently Use one handed tools and equipment (making snips in paper with scissors)	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)	walk or run across a plank, depending on its length and width. Fine Motor – Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand. Start to eat independently and learn how to use knife and fork. Be mostly independent with self care (washing hands and using the toilet.) Begin to dress and undress independently Use one handed tools and equipment (making snips in paper with scissors)	walk or run across a plank, depending on its length and width. Choose the right resources to carry out a plan. Collaborate with others to manage large items, such as moving a large plank. Fine Motor – Use a comfortable grip with good control when holding pens and pencils. Show a preference for a 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)	- skipping - climbing
PSED		Development matters 2021: 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.	Development matters 2021: 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.	Development matters 2021: 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. Using words such as happy, sad angry or worried. Can express their feelings and beginning to consider how their peers feel.	Development matters 2021: 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.	Development matters 2021: Shows confidence in social situations. Talk with peers on how to solve conflict. Increasingly following rules and understanding why we have rules. Can express their feelings and beginning to consider how their peers feel. Using words such as happy, sad angry or worried.
Literacy	Essentials Writing	Essentials Writing	Essentials Writing	Essentials Writing	Essentials Writing	Essentials Writing
Phonics	Children will learn that listening to and engaging with books is enjoyable and can be interactive. Children will start to learn that text conveys meaning and that we read left to right. They will also start to learn that books have a title and often have	Children will enjoy listening to and joining in with poetry and rhyme books in group sessions, with their friends and independently. Children will start to discriminate between and develop phonemic awareness of words that rhyme.	Little Wandle- Foundations for Phonics Rhyme time, tuning into sounds and oral blending activities- <i>daily</i>. Covering the initial phonemes: d g o c k e	Little Wandle- Foundations for Phonics Rhyme time, tuning into sounds and oral blending activities- <i>daily</i>. Covering the initial phonemes: u r h b f l	Little Wandle- Foundations for Phonics Rhyme time, tuning into sounds and oral blending activities- <i>daily</i>. Covering the initial phonemes: j v w y z qu ch	Little Wandle- Foundations for Phonics Rhyme time, tuning into sounds and oral blending activities- <i>daily</i>. Covering the initial phonemes: ck x sh th ng nk



drawings on each page. They will realise, with support, that they can make under the flap pages to share with their friends Children will learn that they are represented in books. Children will start to learn that there are characters in books that they can relate to. They will also start to learn that stories can help you express and understand your emotions. They will realise, with support, that they can make cards/banners to display in their environment to share feelings and emotions with others. Phonics Listening and attention activities General sound discrimination activities	They will, with support start to make 'silly sentences' which adults can scribe and help them to share. Children will learn that listening to maths picture books and engaging with maths rhymes and songs is enjoyable. Children will start to understand the link between numerals and counting physical objects. They will realise, with support, that they can start to represent numbers for themselves using their own symbols or numerals. Little Wandle- Foundations for Phonics Rhyme time- Listening to and joining in with nursery rhymes then taking part in activities with a focus on the following: Listening, Syllables, Rhyming, Alliteration, Sound knowledge. <i>This continued and built on across the year.</i> Tuning into sounds and oral blending activities Covering the initial phonemes: s a t p i n m - Story sequencing - Recognise their name - Demonstrate understanding about what they have read (retelling / answering questions / predicting what might happen next etc) - Clap and count syllables in words - Recognise key concepts about print - Write some of their name. Development matters 2021: • Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of	- Recognise their name - Write/ copy their name - Talk about what happened in the story - Discuss the main characters - Demonstrate understanding about what they have read (retelling / answering questions / predicting what might happen next etc) - Early writing for lists, invitations, postcards - Initial sounds Development matters 2021: • Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing • Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother • Engage in extended conversations about stories, learning new vocabulary. • Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. • Write some or all of their name. • Write some letters accurately.	- Fact files - Non fiction writing - Initial sounds - Recognise their name - Talk about what happened in the story - Discuss the main characters - Make own story version Development matters 2021: • Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing • Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother • Engage in extended conversations about stories, learning new vocabulary. • Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. • Write some or all of their name. • Write some letters accurately.	- Story sequencing - Rhyming/alliteration - Segment and blend cvc pictures - Attempts to write / make meaningful marks - Recognise their name - Write their name - Demonstrate understanding about what they have read (retelling / answering questions / predicting what might happen next etc) Development matters 2021: • Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing • Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother • Engage in extended conversations about stories, learning new vocabulary. • Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. • Write some or all of their name. • Write some letters accurately.	- Story sequencing - Rhyming/alliteration - Segment and blend cvc pictures - Attempts to write / make meaningful marks - Recognise their name - Write their name - Demonstrate understanding about what they have read (retelling / answering questions / predicting what might happen next etc) Development matters 2021: • Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing • Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother • Engage in extended conversations about stories, learning new vocabulary. • Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. • Write some or all of their name. • Write some letters accurately.	Spot and suggest rhymes from our stories. Recognise words with the same initial sound. Count or clap syllables. Writing names. Use some print and letter knowledge in their early writing. Writing letters of name more accurately. Development matters 2021: • Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing • Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother • Engage in extended conversations about stories, learning new vocabulary. • Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. • Write some or all of their name. • Write some letters accurately.
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		the different parts of a book - page sequencing • Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word • Engage in extended conversations about stories, learning new vocabulary. • Write some or all of their name.				
Maths	White Rose Maths Counting Development matters • Says some counting words. • May engage in counting-like behaviour, making sounds and pointing or saying some numbers in sequence • Begins to say numbers in order, some of which are in the right order (ordinality) Pattern Development matters • Joins in with and predicts what comes next in a story or rhyme • Beginning to arrange items in their own patterns, e.g. lining up toys Shape and measure Development matters • Pushes objects through different shaped holes, and attempts to fit shapes into spaces on inset boards or puzzles • Beginning to select a shape for a specific space Comparison Development matters	White Rose Maths Subitising Development matters • Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). Counting Development matters • Begins to say numbers in order, some of which are in the right order (ordinality) • Beginning to count on their fingers. Pattern Development matters • Becoming familiar with patterns in daily routines • Joins in with and predicts what comes next in a story or rhyme • Beginning to understand that things might happen now or at another time, in routines Shape and measure Development Matters • Compare sizes, weights etc. using gesture and language – 'bigger/little/smaller', 'high/low', 'tall', 'heavy'. • Understand position through words alone – for example, "The bag is under the table," – with no pointing.	White Rose Maths Subsisting Development matter • Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). • Show 'finger numbers' up to 5 Counting Development matters • Say one number for each item in order: 1, 2, 3, 4, 5. • 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. Pattern Development matters • Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs', etc. Shape, Space and measure Development matters • Climb and squeeze themselves into different types of spaces. • Complete inset puzzles. Discuss routes and locations, using words like 'in front of' and 'behind'. Comparison Development Matters	White Rose Maths Subitising Development Matters • Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). • Show 'finger numbers' up to 5. Counting Development matters • Say one number for each item in order: 1,2,3,4,5. • Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Pattern Development matters • Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs', etc Shape, Space and measure Development matters • 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. • Describe a familiar route.	White Rose Maths Pattern Development matters • Talk about and identify 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 Shape space and measure Development matters • 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'. • Discuss routes and locations, using words like 'in front of' and 'behind' Counting Development matter • Know that the last number reached when counting a 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. Recap previously taught learning	White Rose Maths Pattern Development matter • Extend and create ABAB patterns – stick, leaf, stick, leaf. • Notice and correct an error in a repeating pattern. • Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then... Make own counting book Recap previously taught learning Umbers to 10



	- Responds to words like lots or more - Explores capacity by selecting, filling and emptying containers, e.g. fitting toys in a pram	Comparison Development matters Compare quantities using language: 'more than', 'fewer than'.	3 and 4-year-olds – Compare quantities using language: 'more than', 'fewer than'			
UTW	Ourselves Seasonal changes- Autumn Harvest Diwali- 20th Oct Development matters 2021: -Use their senses in hands on experiences of natural materials. -Begin to make sense of their own life stories.	Christmas Bonfire Night International week Remembrance Day- Road Safety Week w/b-17th Nov Development matters 2021: -Explore collections of materials with similar and different properties. -Explore how things work. - Talk about the difference between materials and how they change.	Chinese New Year Development matters 2021: -Talk about what they see, using a wide range of Vocabulary. -Explore how things work. - Continue to develop positive attitudes about the differences between people	Seasonal changes- Spring Easter Development matters 2021: -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	Development matters 2021: 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	Seasonal changes- Summer Transition/ new beginnings Development matters 2021: -Begin to make sense of Family's history. -Know that there are different countries in the world and talk about the differences they have seen. -Show an interest in different occupations. - Begin to understand the need to respect and care for the natural environment and all living things
EAD	Development matters 2021: -Take part in pretend play.	Development matters 2021: -Begin to listen to sounds.	Development matters 2021: -Draw with increasing complexity and	Development matters 2021: -Use drawing to represent ideas like	Development matters 2021: - Make imaginative and complex small	Development matters 2021: -Show different emotions in their



	-Explore different materials freely.	-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.	- detail. -Explore colour and colour mixing. -Listen with increased attention to sounds. -Remember and sing entire songs.	- 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.	- world scenes. -Join materials to explore different textures. - Play instruments with increasing control to express their feelings and ideas.	- drawings and paintings like happy or sad. -Create their own songs or improvise a song around one they know.
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