



HOLY FAMILY SCHOOL Yearly Overview EYFS Year: Reception

Teacher: E Kies

YEAR A	Autumn		Spring		Summer	
Topics	<p>Ourselves</p> <p>All about me My senses Autumn</p>	<p>Celebrations</p> <p>Remembrance Day Bonfire Night Diwali Christmas</p>	<p>Celebrations</p> <p>Carnival Birthdays Weddings Chinese New Year Shrove Tuesday</p>	<p>Traditional Tales</p> <p>Traditional Tales Spring Easter</p>	<p>Mini beasts</p> <p>Spring Life cycles Caterpillars, worms and other bugs (based on children's interests)</p>	<p>People who help us</p> <p>Dentist Police Fire brigade Ambulance/Hospital Other professions (based on children's interests)</p>
School trips/L OTC	Father Norbert to visit - welcome service	Nativity performance	Birthday party Our local church	Spring walk	Minibeast workshop	Fire brigade, police officer and dentist in school.
RE	<p>Domestic Church – Family: Myself Know and understand:</p> <ul style="list-style-type: none"> The importance of my name – Explore God knows and loves me and each one by name – Reveal <p>Acquire the skills of assimilation, celebration and application of the above – Respond</p> <p>Baptism/Confirmation – Belonging: Welcome Know and understand:</p> <ul style="list-style-type: none"> What it is to welcome and be welcomed – Explore Baptism: a welcome to God's family – Reveal <p>Acquire the skills of assimilation, celebration and application of the above – Respond</p> <p>Welcome Mass</p> <p>Building the Kingdom: The Common Good Participation</p>	<p>Baptism/Confirmation – Belonging: Welcome - continued</p> <p>WORLD VIEW – HINDUISM: Diwali</p> <p>ADVENT/CHRISTMAS- LOVING: BIRTHDAY Know and understand:</p> <ul style="list-style-type: none"> what a birthday is; waiting for a birthday – Explore Advent: looking forward to Christmas, the birthday of Jesus – Reveal <p>Acquire the skills of assimilation, celebration and application of the above – Respond</p> <p>Nativity performance</p> <p>Building the Kingdom: The Common Good Participation Promoting Peace Solidarity</p>	<p>LOCAL CHURCH – COMMUNITY: CELEBRATING Know and understand:</p> <ul style="list-style-type: none"> what a celebration is – Explore how the parish family celebrate – Reveal <p>acquire the skills of assimilation celebration and application of the above – Respond</p> <p>EUCHARIST – RELATING: GATHERING Know and understand:</p> <ul style="list-style-type: none"> how and why people gather together – Explore the joy of gathering together to celebrate at Mass – Reveal <p>Acquire the skills of assimilation, celebration and application of the above – Respond</p> <p>Building the Kingdom: Participation Promoting Peace Distributive Justice</p>	<p>WORLD VIEW: ISLAM – prayer mats</p> <p>LENT/EASTER – GIVING: GROWING Know and understand:</p> <ul style="list-style-type: none"> Spring is a time when things begin to grow – Explore Lent – a time to grow in love to be more like Jesus and to look forward to Easter – Reveal <p>Acquire the skills of assimilation, celebration and application of the above – Respond</p> <p>Ash Wednesday Mass</p> <p>Building the Kingdom: Subsidiarity Participation Promoting Peace The Common Good</p>	<p>PENTECOST – SERVING: GOOD NEWS Know and understand:</p> <ul style="list-style-type: none"> That everyone has Good News to share – Explore Pentecost: the celebration of the Good News of Jesus – Reveal <p>Acquire the skills of assimilation, celebration and application of the above – Respond</p> <p>RECONCILIATION – INTER-RELATING: FRIENDS • We can make friends – Explore</p> <p>• Jesus had good friends; what Jesus tells us about friendship – Reveal</p> <p>Acquire the skills of assimilation, celebration and application of the above – Respond</p> <p>Easter Islam/Judaism/</p> <p>Building the Kingdom: Subsidiarity Participation Promoting Peace</p>	<p>RECONCILIATION – INTER-RELATING: FRIENDS – continued</p> <p>WORLD VIEW – JUDAISM: Hanukkah</p> <p>UNIVERSAL CHURCH – WORLD: OUR WORLD Know and understand:</p> <ul style="list-style-type: none"> what we love and wonder about our world – Explore God gave us this wonderful world – Reveal <p>acquire the skills of assimilation, celebration and application of the above – Respond</p> <p>Building the Kingdom: Subsidiarity Participation Promoting Peace Distributive justice Preferential difference for the poor</p>

<p>CAL</p>	<ul style="list-style-type: none"> - Sitting on the carpet, maintaining attention, sitting quietly - Introduced storyline or narrative into their play - Retell stories with puppets <p>Development matters 2021: 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 own words. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs.</p> <p>Building the Kingdom: Participation Human Dignity The Common Good</p>	<ul style="list-style-type: none"> - Two-channelled attention – can listen and do for short span - Responds to instructions involving a two-part sequence - Uses talk to organise, sequence and clarify thinking, ideas, feelings and events - Retell a story - Ask and answer questions based on a story they have heard <p>Development matters 2021: Understand how to listen carefully and why listening is important. Learn new vocabulary. Use new vocabulary through the day. Ask questions to find out more and to check they understand what has been said to them. Describe events in some detail. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p>Building the Kingdom: Participation Human Dignity The Common Good</p>	<ul style="list-style-type: none"> - Listens and responds to ideas expressed by others in conversation or discussion - Uses language to imagine and recreate roles and experiences in play situations - Retell a story - Predict what might happen in a story or situation - Ask and answer questions based on a story they have heard - Responds to instructions involving a two-part sequence. <p>Development matters 2021: Understand how to listen carefully and why listening is important. Learn new vocabulary. Use new vocabulary through the day. Ask questions to find out more and to check they understand what has been said to them. Connect one idea or action to another using a range of connectives. Describe events in some detail. Listen to and talk about stories to build familiarity and understanding. Use new vocabulary in different contexts.</p> <p>Building the Kingdom: Participation Human Dignity The Common Good Promoting Peace</p>	<ul style="list-style-type: none"> - Able to follow a story without pictures or props - Retell a story - Predict what might happen in a story or situation - Ask and answer questions based on a story they have heard - Respond appropriately to what others say, while engaged in another activity - Responds to instructions involving a two-part sequence. - Answer ‘how’ and ‘why’ questions about experiences and stories or events - Use correct tenses when speaking - Develop own narratives and explanations by connecting ideas or events <p>Development matters 2021: Learn new vocabulary. Use new vocabulary through the day. Ask questions to find out more and to check they understand what has been said to them. Connect one idea or action to another using a range of connectives. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Listen to and talk about stories to build familiarity and understanding. Use new vocabulary in different contexts. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Building the Kingdom: Participation</p>	<ul style="list-style-type: none"> - Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words - Retell a story - Predict what might happen in a story or situation - Respond appropriately to what others say, while engaged in another activity - Responds to instructions involving a two-part sequence. - Answer ‘how’ and ‘why’ questions about experiences and stories or events - Use correct tenses when speaking - Develop own narratives and explanations by connecting ideas or events <p>Development matters 2021: Learn new vocabulary. Use new vocabulary through the day. Ask questions to find out more and to check they understand what has been said to them. Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Describe events in some detail. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Listen to and talk about stories to build familiarity and understanding. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Building the Kingdom: Subsidiarity Participation</p>	<ul style="list-style-type: none"> - Retell a story - Predict events in a story - Respond appropriately to what others say, while engaged in another activity - Answer ‘how’ and ‘why’ questions about experiences and stories or events - Use correct tenses when speaking - Develop own narratives and explanations by connecting ideas or events - Express themselves effectively, showing awareness of listeners’ needs <p>Development matters 2021: Learn new vocabulary. Use new vocabulary through the day. Ask questions to find out more and to check they understand what has been said to them. Articulate their ideas and thoughts in well-formed sentences. Describe events in some detail. Listen to and talk about stories to build familiarity and understanding. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Building the Kingdom: Subsidiarity Participation</p>
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					Building the Kingdom: Participation	
PD	<ul style="list-style-type: none"> - Correct pencil grip - Fine motor skills activities to strengthen hands and fingers - Dressing independently - Dry and clean during the day - Beginning for form letters correctly - Races / chasing / riding bikes and scooters / climbing equipment (outside) <p>Getset4PE: Introduction to PE To move around safely in space. To follow instructions and stop safely. To stop safely and develop control when using equipment. To follow instructions and play safely as a group. To follow a path and take turns. To work co-operatively with a partner.</p> <p>Development matters 2021: Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes - personal hygiene Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Revise and refine the fundamental movement skills</p>	<ul style="list-style-type: none"> - Correct pencil grip - Fine motor skills activities to strengthen hands and fingers - Dressing independently - Dry and clean during the day - Beginning for form letters correctly - Using tools <p>Getset4PE: Fundamentals To develop balancing. To develop running and stopping. To develop changing direction. To develop jumping. To develop hopping. To explore different ways to travel using equipment.</p> <p>Development matters 2021: Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes - personal hygiene Combine different movements with ease and fluency. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing</p> <p>Building the Kingdom:</p>	<ul style="list-style-type: none"> - Correct pencil grip - Fine motor skills activities to strengthen hands and fingers - Dressing independently - Dry and clean during the day - Forming many letters correctly - Races / chasing / riding bikes and scooters / climbing equipment (outside) - Using tools, construction and malleable materials (playdough) safely - Practices some appropriate safety measures without direct supervision <p>Getset4PE: Gymnastics To create short sequences using shapes, balances and travelling actions. To develop balancing and safely using apparatus. To develop jumping and landing safely from a height. To develop rocking and rolling. To explore travelling around, over and through apparatus. To create short sequences linking actions together and including apparatus.</p> <p>Development matters 2021: Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility. Combine different movements with ease and fluency. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Revise and refine the fundamental</p>	<ul style="list-style-type: none"> - Correct pencil grip - Fine motor skills activities to strengthen hands and fingers - Forming many letters correctly - Toileting independently - Egg rolling races - Races / chasing / riding bikes and scooters / climbing equipment (outside) - Eats a healthy range of foodstuffs and understands need for variety in food - Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health <p>Getset4PE: Dance 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>Development matters 2021: Know and talk about the different factors that support their overall health and wellbeing: - regular</p>	<ul style="list-style-type: none"> - Correct pencil grip - Fine motor skills activities to strengthen hands and fingers - Forming most letters correctly - Toileting independently - Marching / parade / salute - Races / chasing / riding bikes and scooters / climbing equipment (outside) - Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks - Shows understanding of how to transport and store equipment safely <p>Getset4PE: Ball Skills 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>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 -</p>	<ul style="list-style-type: none"> - Correct pencil grip - Fine motor skills activities to strengthen hands and fingers - Forming most letters correctly - Toileting independently - Dancing - Carrying heavy objects - Drumming - Races / chasing / riding bikes and scooters / climbing equipment (outside) <p>Getset4PE: Games 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>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 -</p>

<p>they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing</p> <p>Building the Kingdom: Human dignity Participation</p>	<p>Human dignity Participation</p>	<p>movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing</p> <p>Building the Kingdom: Human dignity Participation</p>	<p>physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <p>Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing</p> <p>Building the Kingdom: Human dignity Participation</p>	<p>sitting at a table or sitting on the floor</p> <p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing</p> <p>Building the Kingdom: Human Dignity Participation</p>	<p>walking - jumping - running - hopping - skipping - climbing</p> <p>Building the Kingdom: Human Dignity Participation</p>
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<p>PSED</p>	<ul style="list-style-type: none"> - Routines - Settling in - Independence - Turn taking and sharing - Who is who? Office staff, dinner staff and SLT invited in to introduce themselves - Class rules / behaviour expectations - Baseline assessment <p>Development matters 2021: See themselves as a valuable individual. Build constructive and respectful relationships. Manage their own needs.</p> <p>Building the Kingdom: Human dignity Subsidiarity Participation Promoting Peace</p>	<ul style="list-style-type: none"> - Talk about self positively and about abilities - Play co-operatively <p>Development matters 2021: See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others</p> <p>Building the Kingdom: Subsidiarity Participation Promoting Peace Human dignity</p>	<ul style="list-style-type: none"> - Beginning to negotiate and solve problems without aggression - Play co-operatively <p>Development matters 2021: Express their feelings and consider the feelings of others Identify and moderate their own feelings socially and emotionally.</p> <p>Building the Kingdom: Participation Promoting Peace Human dignity</p>	<ul style="list-style-type: none"> - Initiates conversations, attends to and takes account of what others say - Play co-operatively - Show sensitivity to others' needs and feelings and form positive relationships <p>Development matters 2021: Express their feelings and consider the feelings of others Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally.</p> <p>Building the Kingdom: Promoting Peace Participation Human Dignity The Common Good Stewardship</p>	<ul style="list-style-type: none"> - Takes steps to resolve conflicts with other children, e.g. finding a compromise - Explains own knowledge and understanding, and asks appropriate questions of others - Play co-operatively - Show sensitivity to others' needs and feelings and form positive relationships <p>Development matters 2021: Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally.</p> <p>Building the Kingdom: Human Dignity Solidarity</p>	<ul style="list-style-type: none"> - Talk about feelings, own and others behaviour, work well with others, understand and take changes of routine in their stride. - Play co-operatively - Show sensitivity to others' needs and feelings and form positive relationships <p>Development matters 2021: Think about the perspectives of others. Build constructive and respectful relationships. Express their feelings and consider the feelings of others</p> <p>Building the Kingdom: Human Dignity Participation</p>
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RSE		<p>Life to the full scheme:</p> <p>Unit 1 – Religious Understanding Story Sessions: Handmade With Love</p> <ul style="list-style-type: none"> • 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>Unit 2 – Me, My Body, My Health Session 1 - I am Me</p> <ul style="list-style-type: none"> • We are all unique, with individual gifts, talents and skills. • Whilst we all different, we have similarities because we are made in God’s image, difference is part of God’s plan! • We can give thanks to God <p>Session 2: Heads, Shoulders, Knees and Toes</p> <ul style="list-style-type: none"> • Our bodies are good and made by God • The names of the parts of the body (not genitalia) <p>Session 3: Ready Teddy?</p> <ul style="list-style-type: none"> • Our bodies are good and we need to look after them • What constitutes a healthy lifestyle, including exercise, diet, sleep and personal hygiene <p>Subsidiary Participation Promoting Peace Human dignity</p>	<p>Life to the full scheme:</p> <p>Unit 3 – Emotional Wellbeing Session 1 - I Like, You Like, We All Like</p> <ul style="list-style-type: none"> • We all have different ‘tastes’ (likes and dislikes), but also similar needs (to be loved and respected, to be safe etc) • It is natural for us to relate to and trust one another <p>Session 2 – All the Feelings!</p> <ul style="list-style-type: none"> • A language to describe feelings • An understanding that everyone experiences feelings, both good and bad • Simple strategies for managing feelings <p>Session 3 - Let’s Get Real</p> <ul style="list-style-type: none"> • Simple strategies for managing emotions and behaviour • We have choices and these choices can impact how we feel and respond. • We can say sorry and forgive like Jesus <p>Unit 4 – Life Cycles Session 1 – Growing up</p> <ul style="list-style-type: none"> • there are natural life stages from birth to death, and what these are <p>Session 2 – New People, New Places</p> <ul style="list-style-type: none"> • Change is a part of growing up. • The experiences of change will help with transition to Year 1. • God is with them every step of the way as they grow and change. <p>Classroom shorts</p> <p>Participation Promoting Peace Human dignity</p>	<p>Life to the full scheme:</p> <p>Unit 1- Religious Understanding Session 1: Role Model</p> <ul style="list-style-type: none"> • 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>Unit 2 – Personal Relationships Session 1 - Who’s Who?</p> <ul style="list-style-type: none"> • 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>Session 2 - You’ve Got a Friend in Me</p> <ul style="list-style-type: none"> • 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>Session 3 - Forever Friends</p> <ul style="list-style-type: none"> • 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. 	<p>Life to the full scheme:</p> <p>Unit 3- Life Online Session 1 – What is the Internet</p> <ul style="list-style-type: none"> • The internet connects us to others • The internet helps us in lots of ways <p>Session 2 – Playing online</p> <ul style="list-style-type: none"> • about safe and unsafe situations online. -That they can ask for help from their special people. • Only Jesus can help us with everything <p>Unit 4 – Keeping Safe Session 1- Safe inside and out</p> <ul style="list-style-type: none"> • About safe and unsafe situations indoors and outdoors, including online. • That they can ask for help from their special people. <p>Session 2: My body, my rules</p> <ul style="list-style-type: none"> • 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>Session 3: Feeling poorly</p> <ul style="list-style-type: none"> • 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>Session 4: People who help us</p> <ul style="list-style-type: none"> • There are lots of jobs designed to help us. • Paramedics help us in a medical emergency. • First Aid can be used in nonemergency situations, as well 	<p>Life to the full scheme:</p> <p>Unit 1 – Religious Understanding Session 1 - God Is Love</p> <ul style="list-style-type: none"> • 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>Session 2 - Loving God, Loving Others</p> <ul style="list-style-type: none"> • 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>Unit 2 – Living in the Wider World Session 1 - Me, You, Us</p> <ul style="list-style-type: none"> • 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 improves the world in which they live <p>Session 2 – When I grow up Classroom shorts</p> <ul style="list-style-type: none"> • Different types of jobs • Having a job can help us to look after each other and the world • God has given us all strengths, gifts and talents to do His work • Strengths and interests needed to do different jobs <p>Session 3 – Money Doesn’t Grow on Trees Classroom shorts</p> <ul style="list-style-type: none"> • Money helps us buy things.
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Phonics	Little Wandle phonics	Little Wandle phonics	Little Wandle phonics	Little Wandle phonics	Little Wandle phonics	Little Wandle phonics
Literacy	<ul style="list-style-type: none"> - Baseline - Initial sounds - Rhyming - Alliteration - Syllables - Environmental sounds - Segment and blend simple words - Attempts to write / make meaningful marks - Link sounds to letters, naming and sounding the letters of the alphabet - Recognise their name - Trace over their name - Talk about what happened in the story - Discuss the main characters - Predict what will happen next in a story <p>Development matters 2021: Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Blend sounds into words, so that they can read short words made up of known letter–sound correspondences. Read individual letters by saying the sounds for them.</p> <p>Building the Kingdom: Participation</p>	<ul style="list-style-type: none"> - Story sequencing - Match the picture to the word - Rhyming - Segment and blend simple words and sentences - Attempts to write / make meaningful marks - Writes CVC words - Makes CVC words - Link sounds to letters, naming and sounding the letters of the alphabet - Write own name and labels/captions - Recognise their name - Trace over their name - Demonstrate understanding about what they have read (retelling / answering questions / predicting what might happen next etc) <p>Development matters 2021: Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. Read individual letters by saying the sounds for them.</p> <p>Building the Kingdom: Participation</p>	<p>World Book Day</p> <ul style="list-style-type: none"> - Birthday cards - Invitations - Recipes - Menus - Segment and blend simple words and sentences - Link sounds to letters, naming and sounding the letters of the alphabet - Write own name and labels/captions - Attempt to write short sentences - Read words and simple sentences - Demonstrate understanding about what they have read (retelling / answering questions / predicting what might happen next etc) <p>Development matters 2021: Spell words by identifying the sounds and then writing the sound with letter/s. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.</p> <p>Building the Kingdom: Participation</p>	<ul style="list-style-type: none"> - Story writing - Life cycles - Segment and blend simple words and sentences - Link sounds to letters, naming and sounding the letters of the alphabet - Write short sentences using some phonic knowledge - Read words and simple sentences using phase 3 sounds - Demonstrate understanding about what they have read (retelling / answering questions / predicting what might happen next etc) <p>Development matters 2021: Re-read what they have written to check that it makes sense. Spell words by identifying the sounds and then writing the sound with letter/s. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. Read some letter groups that each represent one sound and say sounds for them.</p> <p>Building the Kingdom: Participation</p>	<ul style="list-style-type: none"> - Fact files - Non-fiction writing - Life cycles - Thank you letters to services - Segment and blend simple words and sentences - Link sounds to letters, naming and sounding the letters of the alphabet - Attempt to write short sentences using phase 3 graphemes - Read words and simple sentences using phase 3 graphemes - Demonstrate understanding about what they have read (retelling / answering questions / predicting what might happen next etc) - Write irregular common words <p>Development matters 2021: Re-read what they have written to check that it makes sense. Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Spell words by identifying the sounds and then writing the sound with letter/s. Form lower-case and capital letters correctly. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. Read a few common exception words matched to the school’s phonic programme. Read some letter groups that each represent one sound and say sounds for them.</p> <p>Building the Kingdom: Participation</p>	<ul style="list-style-type: none"> - Write their own stories - Poetry - Read and understand simple sentences - Thank you letters to services - Demonstrate understanding about what they have read (retelling / answering questions / predicting what might happen next etc) - Write words and short sentences - Write irregular common words <p>Development matters 2021: Re-read what they have written to check that it makes sense. Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Spell words by identifying the sounds and then writing the sound with letter/s. Form lower-case and capital letters correctly. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. Read a few common exception words matched to the school’s phonic programme. Read some letter groups that each represent one sound and say sounds for them.</p> <p>Building the Kingdom: Participation</p>

					each represent one sound and say sounds for them. Building the Kingdom: Participation	
Maths	<p>Essential Maths:</p> <ul style="list-style-type: none"> - Subitising numbers up to 5; recognising the amount without Counting - Counting reliably, using number names in order and one to one correspondence - Comparing objects by length, thickness and weight/mass, using appropriate language to describe and order them -Noticing, describing and extending patterns, including thinking about what part is the repeating unit -Classifying (grouping) objects using given criteria and their own ideas and thinking about the groups after classification <p>Building the Kingdom: Participation</p>	<p>Essential Maths:</p> <ul style="list-style-type: none"> -Counting a set of items accurately, saying how many are in the set and comparing this to the amount in other sets - Using counting to compare and finding a precise numerical difference in sets of objects in varied contexts -Developing spatial thinking and spatial language linked to position and direction, in movements and using symbols <p>Building the Kingdom: Participation</p>	<p>Essential Maths:</p> <ul style="list-style-type: none"> -Knowing the position of numbers 0-10 and the relationship to other numbers, including whether they are close to 0, 5 or 10 -Developing a deeper understanding that numbers are made up of other numbers and beginning to rehearse number bonds -Combining parts to make a whole and using the part, whole model to develop an understanding of addition <p>Building the Kingdom: Participation</p>	<p>Essential Maths:</p> <ul style="list-style-type: none"> -Exploring what to do when something is missing in a part, whole model; making links to subtraction and finding the difference -Counting confidently to 20, focusing on the numbers 10 – 20, and finding one more and one less than a number -Exploring doubling and halving, including solving problems involving doubling and halving <p>Building the Kingdom: Participation</p>	<p>Essential Maths:</p> <ul style="list-style-type: none"> -Understanding that numbers are either odd or even, looking at their 'shape' and whether they share fairly into two groups -Counting beyond 20, recognising the pattern of the counting system, exploring the value of tens and ones in numbers <p>Building the Kingdom: Participation</p>	<p>Essential Maths:</p> <ul style="list-style-type: none"> -Understanding that numbers are either odd or even, looking at their 'shape' and whether they share fairly into two groups -Counting beyond 20, recognising the pattern of the counting system, exploring the value of tens and ones in numbers <p>Building the Kingdom: Participation</p>
Mathematics	<p>Mastering number</p> <p>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>Pupils will:</p> <ul style="list-style-type: none"> • identify when a set can be subitised and when counting is needed • subitise different arrangements, both unstructured and structured, including using the Hungarian number frame • make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills • spot smaller numbers 'hiding' inside larger numbers • connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers • 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 • 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 • compare sets of objects by matching • begin to develop the language of 'whole' when talking about objects which have parts 	<p>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>Pupils will:</p> <ul style="list-style-type: none"> • continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals • begin to identify missing parts for numbers within 5 • explore the structure of the numbers 6 and 7 as '5 and a bit' and connect this to finger patterns and the Hungarian number frame • focus on equal and unequal groups when comparing numbers • understand that two equal groups can be called a 'double' and connect this to finger patterns • sort odd and even numbers according to their 'shape' • continue to develop their understanding of the counting sequence and link cardinality and ordinality through the 'staircase' pattern • order numbers and play track games • join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers 	<p>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>Pupils will:</p> <ul style="list-style-type: none"> • continue to develop their counting skills, counting larger sets as well as counting actions and sounds • explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame • compare quantities and numbers, including sets of objects which have different attributes • 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 • begin to generalise about 'one more than' and 'one less than' numbers within 10 • continue to identify when sets can be subitised and when counting is necessary • develop conceptual subitising skills including when using a rekenrek 			

<p>UTW</p>	<p>All about me:</p> <ul style="list-style-type: none"> - 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>Brown Bear, Brown bear what do you see?</p> <ul style="list-style-type: none"> - Draw maps of our bear hunt - Colour mixing and discussion of camouflage and hibernation. Experiment on hibernation. <p>Autumn:</p> <ul style="list-style-type: none"> - Talk about the changes in seasons - Discuss the colours they see - Discuss what animals are getting ready for hibernation - Sorting and grouping autumnal objects - Seasonal changes – weather, what clothes to wear in each season etc. - Experiment – What clothes should teddy wear? <p>Development matters 2021:</p> <p>Describe what they see, hear and feel whilst outside. Explore the natural world around them. Understand that some places are special to members of their community. Draw information from a simple map. Name and describe people who are familiar to them. Talk about members of their immediate family and community.</p>	<p>Christmas:</p> <ul style="list-style-type: none"> - Discuss the Christmas story - Talk about different traditions at Christmas <p>Bonfire Night:</p> <ul style="list-style-type: none"> - Bonfire Night – fireworks, safety around fire, sparklers. <p>International week:</p> <ul style="list-style-type: none"> - International week – India – flags, holi festival, mendi, naan breads, clay diva lamps <p>Diwali:</p> <ul style="list-style-type: none"> - Diwali – consider similarities and differences between the celebrations & religions, Diwa lamps, Mendhi patterns, Henna, Indian flag. <p>Development matters 2021:</p> <p>Understand the effect of changing seasons on the natural world around them. Explore the natural world around them. Recognise that people have different beliefs and celebrate special times in different ways. Understand that some places are special to members of their community.</p> <p>Matrices:</p> <p>Living things (N) Sound (R)</p> <p>Building the Kingdom:</p> <p>Human Dignity Stewardship Participation</p>	<p>Chinese New Year:</p> <ul style="list-style-type: none"> - 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>Weddings:</p> <ul style="list-style-type: none"> -The Owl and the Pusycat – nonsense poetry. - Discuss traditions linked to weddings <p>Birthdays:</p> <ul style="list-style-type: none"> - Look at children’s traditions when celebrating their birthday. - Bake cakes - Similarities and differences around the world <p>Development matters 2021:</p> <p>Explore the natural world around them. Recognise that people have different beliefs and celebrate special times in different ways. Understand that some places are special to members of their community. Compare and contrast characters from stories, including figures from the past.</p> <p>Matrices:</p> <p>Electricity (N) Materials (R)</p> <p>Building the Kingdom:</p> <p>Human Dignity Stewardship Participation Promoting Peace</p>	<p>Spring</p> <ul style="list-style-type: none"> -Spring walk -observational drawings -Signs of spring <p>Easter:</p> <ul style="list-style-type: none"> -Why do we celebrate Easter? -What happened to Jesus at Easter time? <p>Development matters 2021:</p> <p>Understand the effect of changing seasons on the natural world around them. Describe what they see, hear and feel whilst outside. Explore the natural world around them.</p> <p>Matrices:</p> <p>Sound (N) Light (R)</p> <p>Building the Kingdom:</p> <p>Stewardship Participation Subsidiarity Promoting Peace</p>	<p>I love Bugs</p> <ul style="list-style-type: none"> -Bug hunt -Bug hotel -Sorting and classifying bugs and insects <p>The Very Hungry Caterpillar</p> <ul style="list-style-type: none"> -Life cycles -Butterflies <p>Development matters 2021:</p> <p>Explore the natural world around them. Recognise some similarities and differences between life in this country and life in other countries. Comment on images of familiar situations in the past.</p> <p>Matrices:</p> <p>Animals, excluding humans (N) Living things (R)</p> <p>Building the Kingdom:</p> <p>Stewardship Participation Subsidiarity Human Dignity</p>	<p>Police:</p> <ul style="list-style-type: none"> - Police visit - Why are the police important? - What should we call the police for? - What number do we ring? - Do you know your telephone number and address? - Police car and station outside <p>Hospital:</p> <ul style="list-style-type: none"> - Who works at the hospital? - Why do we go to hospital? - Plastering for children to practise on dolls - Medical equipment to explore <p>Fire service:</p> <ul style="list-style-type: none"> - Fire engine to visit - Discuss how we can make our home safe - What do we use the fire service for? - What is their uniform made of? - Compare fire engines and clothing to the past. <p>Development matters 2021:</p> <p>Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them. Explore the natural world around them. Recognise some similarities and differences between life in this country and life in other countries. Compare and contrast characters from stories, including figures from the past.</p> <p>Matrices:</p> <p>Forces (N/R)</p> <p>Building the Kingdom:</p> <p>Stewardship</p>
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	<p>Matrices: Humans (N/R)</p> <p>Building the Kingdom: Human Dignity Solidarity</p>					<p>Participation Subsidiarity Human Dignity</p>
EAD	<p>All about me: -face painting -observational drawing -painting names and decorating them -making their face with natural objects Five senses: - Explore senses – the five senses - Cutting/modelling with clay or play dough - scented playdough -smell pots -what’s in the box? Brown Bear, Brown Bear, What do you see? -Colour mixing -Experimenting with different textures Autumn: -Leaf rubbing - Conker painting - Leaf pictures</p> <p>Development matters 2021: Develop storylines in their pretend play.</p> <p>Building the Kingdom: Human Dignity Solidarity</p>	<p>Christmas: - Christmas cards - Christmas decoration - Wrapping paper and tag -Christmas role play Bonfire night: - Bonfire night pictures - Sparklers -Campfire -Firework paintings Diwali: - Diya lights - Diwali paintings International week: - International week – India – flags, holi festival, mendi, naan breads.</p> <p>Development matters 2021: Explore, use and refine a variety of artistic effects to express their ideas and feelings. Sing in a group or on their own, increasingly matching the pitch and following the melody. Develop storylines in their pretend play.</p> <p>Building the Kingdom: Promoting Peace Distributive justice Solidarity Subsidiarity The Common Good</p>	<p>Chinese New Year: - Stir fry cooking - Trying fortune cookies - Chinese lanterns -Explore Chinese numbers Birthdays: - Invitations - Baking cakes - Birthday cards - Guest list Weddings: -Act out different weddings -Wedding pictures</p> <p>Development matters 2021: Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Building the Kingdom: Human Dignity Promoting Peace Solidarity</p>	<p>- Mother’s Day cards</p> <p>Easter: - Easter cards - Decorate Easter eggs - Hot cross buns</p> <p>Mardi Gras: -Masks -Festivals</p> <p>Spring: -Drawings of daffodils -Natural collages</p> <p>Development matters 2021: Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Building the Kingdom: Stewardship Participation</p>	<p>- Father’s Day cards</p> <p>The Very Hungry Caterpillar: - Repeated patterns using caterpillar finger prints -Symmetrical pattern printing butterflies</p> <p>I love bugs: -Tadpoles from the pond in forest school -Bug fossils</p> <p>Minibeasts: -Minibeast hunt -Minibeast small world -Bug hotel</p> <p>Development matters 2021: Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Listen attentively, move to and talk about music, expressing their feelings and responses. Develop storylines in their pretend play.</p> <p>Building the Kingdom: Subsidiarity Human Dignity</p>	<p>- Junk modelling, creating vehicles (tanks, fire engines etc) -Rolling tyres in paint -Fancy dress - occupations</p> <p>Development matters 2021: Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses. Explore and engage in music making and dance, performing solo or in groups.</p> <p>Building the Kingdom: Stewardship Participation Subsidiarity Human Dignity</p>