



| YEAR A       | AUTUMN   |   | SPRING  |  | SUMMER   |   |
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| <b>Topic</b> | <p><b>Me and my senses</b><br/><b>Black history month (October)</b><br/><b>Books:</b><br/>Why am I different? - Norma Simon –<br/>Do I have to go to school? - Pat Thomas –<br/>- Brown bear, brown bear what do you see? - Bill Martin Jr<br/>- My five senses book by Alik<br/>From Head to Toe – Eric Carle<br/>Incredible you - Rhys Brisenden<br/>Marvellous me: Inside and out- Lisa Bullard<br/>- Mixed - Aree Chung</p> <p><b>Autumn:</b><br/>- The Leafman - Lois Elhert<br/>- We're going on a leaf hunt - Steve Metzger<br/>- A stroll through the seasons - Kay Barnham<br/>- Leaves Fall Down (Autumn) - Lisa Bullard</p> <p>Humans (N/R)</p> | <p><b>Repetitive story patterns/ Christmas</b><br/>Pantomime school trip<br/>Nativity performance<br/><b>Remembrance day - 11/11</b><br/><a href="http://learning.poppyscotland.org.uk/resource/the-poppy-story-book-animation/">http://learning.poppyscotland.org.uk/resource/the-poppy-story-book-animation/</a><br/>BBC animation</p> <p><b>Bonfire Night:</b> -<br/>Sparks in the sky - Twinkl<br/>Pumpkin Soup – Helen Cooper</p> <p><b>Diwali:</b><br/>- Dipali's Diwali – Twinkl<br/>- Rama and Sita<br/>- Lighting a lamp - Jonny Zucker</p> <p><b>Christmas:</b><br/>- Stickman - Julia Donaldson<br/>- Mog's Christmas - Judith Kerr<br/>- The Christmas Story</p> <p>Living things (N)<br/>Sound (R)</p> | <p><b>Celebrations</b><br/>Books:<br/><b>Birthdays:</b><br/>- Kipper's birthday - Mick Inkpen<br/>- Happy Birthday Blue Kangaroo - Emma Chichester Clark<br/>- Birthdays around the world - Margriet Ruurs<br/><b>Weddings:</b><br/>- The Scarecrow's Wedding - J. Donaldson<br/>- Julian at the Wedding - Jessica Love<br/>- Nadia's hands - Karen English<br/>- The Big Ceremony - Ozi Okaro<br/>- When Willy went to the wedding<br/>- The Little Mouse Wedding - Michelle Cartlidge<br/>- Uncle Peter's Amazing Chinese Wedding - Lenore Look<br/><b>Chinese New Year:</b><br/>- Chinese New Year story<br/>- Dragon Dance - Joan Holub<br/>- Lanterns and Firecrackers - Jonny Zucker<br/>- My first Chinese New Year - Karen Katz<br/>- Lunar New Year around the World by Amanda Li</p> <p>Electricity (N)<br/>Materials (R)</p> | <p><b>Celebrations</b><br/>Books:<br/><b>Mardi Gras:</b><br/>-All about Mardi Gras powerpoint - Twinkl<br/>-Mimi's First Mardi Gras - Alice Couvillion and Elizabeth Moore<br/>-The Bourbon Street Band is back - Ed Shareman</p> <p>- Celebrations around the world by Katy Halford<br/>- What do you celebrate? Exploring the world through holidays – by Whitney Stewart</p> <p><b>Spring:</b><br/>-The Tiny Seed<br/>-Hello Spring<br/>-Spring is here<br/>-The Amazing life cycle of plants<br/>- Life Cycle books (non-fiction)</p> <p>-Mother's Day cards</p> <p><b>Easter:</b><br/>-We're going on an Egg hunt<br/>-Easter Story<br/>-Five little Easter Bunnies<br/>-How to catch the Easter Bunny</p> <p>Sound (N)<br/>Light (R)</p> | <p><b>Mini beasts</b><br/>Books:<br/>- The Very Hungry Caterpillar - Eric Carle<br/>-The Crunching Munching Caterpillar - Sheridan Cain<br/>- Ten Little Ladybirds - Melaine Gerth<br/>- I love Bugs! - Emma Dodd<br/>- Mad about Minibeasts - Giles Andrea<br/>- Superworm - Julia Donaldson<br/>-Diary of a spider - Doreen Cronin<br/>- Yucky Worms by Vivian French<br/>- The Bug Collector by Alex Griffiths<br/>- Do you love Bugs? By Matt Robertson<br/>- Bug Hotel by Clover Robin<br/>-Twist and Hop Minibeast Bop by Tony Mitton</p> <p>Animals, excluding humans (N)<br/>Living things (R)</p> | <p><b>People who help us</b><br/>Books:<br/><b>Dentist:</b><br/>- Going to the dentist<br/>- Usborne First Experiences<br/>-Pony brushes his teeth - Michael Dahl<br/>-The tooth book - Edward Miller<br/>- Alan's Big scary teeth - Jarvis<br/>-Pete the Cat and the lost tooth<br/><b>Police:</b><br/>-Police officers on patrol<br/>- Kersten Hamilton<br/>- I'm afraid your teddy is in trouble today - Jancee Dunn<br/>-The detective Dog - Julia Donaldson<br/>-Police Officer - Twinkl<br/><b>Fire brigade:</b><br/>-Charlie the Firefighter - Twinkl - Emergency - Margaret Mayo<br/>- Animal Firefighters – Sharon Rentta<br/><b>Ambulance/Hospital:</b><br/>-Dear Daisy Get well soon - Maggie Smith<br/>- Look inside a hospital - Usborne -Emma's question<br/>- Catherine Urdahl<br/>Awesome Ambulances- Tony Mitton –<br/>Do I have to go to Hospital?<br/>- Pat Thomas</p> <p>Forces (N/R)</p> |



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| <p>LOTC</p> | <p>Nature masks<br/>Stick model<br/>Leaf threading<br/>Leaf sorting</p> <p><b>Nature Walk around school</b></p>  | <p>Bonfire building<br/>Toasting marshmallows<br/>Sensory stories</p> <p><b>Pantomime</b></p>  | <p>Our local church<br/>Dragon dance<br/>Wedding ceremony<br/>Birthday party</p> <p><b>Visit church</b></p>  | <p>Carnival<br/>Nature crowns</p> <p><b>Spring Walk</b></p>  | <p>Mini beast hunt<br/>Making snail home<br/>Nature photography</p> <p><b>Mini beast workshop/<br/>Butterfly World</b></p>   | <p>Fire brigade, nurse, police officer into school<br/>Putting out fires<br/>Crime scene outside<br/>Obstacle course</p> <p><b>Fire Engine into school</b></p>  |
| <p>RE</p>   | <p><b>Domestic Church – Family: Myself</b><br/>Know and understand:<br/>• The importance of my name – <b>Explore</b><br/>• God knows and loves me and each one by name – <b>Reveal</b><br/>Acquire the skills of assimilation, celebration and application of the above – <b>Respond</b></p> <p><b>Baptism/Confirmation – Belonging: Welcome</b><br/>Know and understand:<br/>• What it is to welcome and be welcomed – <b>Explore</b><br/>• Baptism: a welcome to God’s family – <b>Reveal</b><br/>Acquire the skills of assimilation, celebration and application of the above – <b>Respond</b><br/>Welcome Mass</p> <p><b>The Common Good Participation</b></p> | <p><b>ADVENT/CHRISTMAS- LOVING: BIRTHDAY</b> Know and understand:<br/>• what a birthday is; waiting for a birthday – <b>Explore</b><br/>• Advent: looking forward to Christmas, the birthday of Jesus – <b>Reveal</b><br/>Acquire the skills of assimilation, celebration and application of the above – <b>Respond</b></p> <p><b>LOCAL CHURCH – COMMUNITY: CELEBRATING</b><br/>Know and understand:<br/>• what a celebration is – <b>Explore</b><br/>• how the parish family celebrate – <b>Reveal</b><br/>acquire the skills of assimilation celebration and application of the above – <b>Respond</b><br/>Diwali<br/>Nativity performance<br/><b>The Common Good Participation Promoting Peace Solidarity</b></p> | <p><b>EUCHARIST – RELATING: GATHERING</b><br/>Know and understand:<br/>• how and why people gather together – <b>Explore</b><br/>• the joy of gathering together to celebrate at Mass – <b>Reveal</b><br/>Acquire the skills of assimilation, celebration and application of the above – <b>Respond</b></p> <p><b>LENT/EASTER – GIVING: GROWING</b><br/>Know and understand:<br/>• Spring is a time when things begin to grow – <b>Explore</b><br/>• Lent – a time to grow in love to be more like Jesus and to look forward to Easter – <b>Reveal</b><br/>Acquire the skills of assimilation, celebration and application of the above – <b>Respond</b><br/>Ash Wednesday Mass</p> <p><b>Participation Promoting Peace Distributive Justice</b></p> | <p><b>PENTECOST – SERVING: GOOD NEWS</b><br/>Know and understand:<br/>• That everyone has Good News to share – <b>Explore</b><br/>• Pentecost: the celebration of the Good News of Jesus – <b>Reveal</b><br/>Acquire the skills of assimilation, celebration and application of the above – <b>Respond</b></p> <p><b>RECONCILIATION – INTER-RELATING: FRIENDS</b><br/>• We can make friends – <b>Explore</b><br/>• Jesus had good friends; what Jesus tells us about friendship – <b>Reveal</b><br/>Acquire the skills of assimilation, celebration and application of the above – <b>Respond</b><br/>Easter<br/><b>Subsidiarity Participation Promoting Peace The Common Good</b></p> | <p>Islam / Judaism</p> <p><b>Subsidiarity Participation Promoting Peace</b></p>  | <p><b>UNIVERSAL CHURCH – WORLD: OUR WORLD</b><br/>Know and understand:<br/>• what we love and wonder about our world – <b>Explore</b><br/>• God gave us this wonderful world – <b>Reveal</b><br/>acquire the skills of assimilation, celebration and application of the above – <b>Respond</b></p> <p><b>Subsidiarity Participation Promoting Peace Distributive justice Preferential difference for the poor</b></p> |
| <p>RSE</p>  |  | <p><b>Story Sessions:</b><br/>Handmade with love<br/>– We are created individually by God as part of His creation plan<br/>– We are all God’s children and are special<br/>– Our bodies were created by God and are good<br/>– We can give thanks to God!</p>  | <p><b>Session 1:</b> I like, You like, We all like!<br/>• That we all have different ‘tastes’ (likes and dislikes), but also similar needs (to be loved and respected, to be safe etc)<br/>• That it is natural for us to relate to and trust one another</p>  | <p><b>Session 1:</b> Role Model<br/>• We are part of God’s family<br/>• Jesus cared for others and wanted them to live good lives like him<br/>• We should love other people in the same way God loves us</p> <p><b>Session 1:</b> Who’s Who?</p>  | <p><b>Session 1:</b> Safe inside and out<br/>• About safe and unsafe situations indoors and outdoors, including online.<br/>• That they can ask for help from their special people.</p> <p><b>Session 2:</b> My body, my rules<br/>• To know they are entitled to bodily privacy</p> | <p><b>Session 1:</b> God is love<br/>• That God is love: Father, Son and Holy Spirit<br/>• That being made in His image means being called to be loved and to love others</p> <p><b>Session 2:</b> Loving God, loving others</p>  |



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|                   |  | <p><b>Session 1:</b> I am Me</p> <ul style="list-style-type: none"> <li>We are each unique, with individual gifts, talents and skills.</li> <li>Whilst we all have similarities because we are made in God’s image, difference is part of God’s plan!</li> </ul> <p><b>Session 2:</b> Heads, Shoulders, Knees and Toes</p> <ul style="list-style-type: none"> <li>That their bodies are good and made by God</li> <li>The names of the parts of the body (not genitalia)</li> </ul> <p><b>Session 3:</b> Ready Teddy?</p> <ul style="list-style-type: none"> <li>That our bodies are good and we need to look after them</li> <li>What constitutes a healthy lifestyle, including exercise, diet, sleep and personal hygiene.</li> </ul> <p><b>Subsidiarity</b><br/><b>Participation</b><br/><b>Promoting Peace</b><br/><b>Human dignity</b></p> | <p><b>Session 2:</b> Good feelings, bad feelings</p> <ul style="list-style-type: none"> <li>A language to describe their feelings</li> <li>An understanding that everyone experiences feelings, both good and bad</li> <li>Simple strategies for managing feelings</li> </ul> <p><b>Session 3:</b> Let’s get real</p> <ul style="list-style-type: none"> <li>Simple strategies for managing emotions and behaviour</li> <li>That 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> <p><b>Session 1:</b> Growing up</p> <ul style="list-style-type: none"> <li>That there are natural life stages from birth to death, and what these are</li> </ul> <p><b>Participation</b><br/><b>Promoting Peace</b><br/><b>Human dignity</b></p> | <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> <p><b>Session 2:</b> You’ve got a friend in me</p> <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 unacceptable</li> </ul> <p><b>Session 3:</b> Forever friends</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><b>Promoting Peace</b><br/><b>Participation</b><br/><b>Human Dignity</b><br/><b>The Common Good</b><br/><b>Stewardship</b></p> | <ul style="list-style-type: none"> <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 parish priest</li> </ul> <p><b>Session 3:</b> Feeling poorly</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:</b> People who help us</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 non-emergency situations, as well as whilst waiting for an ambulance</li> </ul> <p><b>Human Dignity</b><br/><b>Solidarity</b></p> | <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> <p><b>Session 1:</b> Me, You, Us</p> <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 others and for the world we live in (charity work, recycling, etc.)</li> <li>About what harms and what improves the world in which they live</li> </ul> <p><b>Human Dignity</b><br/><b>Participation</b></p> |
| <p><b>CAL</b></p> | <ul style="list-style-type: none"> <li>Sitting on the carpet, maintaining attention, sitting quietly</li> <li>Introduced storyline or narrative into their play</li> </ul> | <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> </ul>  | <ul style="list-style-type: none"> <li>Listens and responds to ideas expressed by others in conversation or discussion</li> </ul>   | <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> </ul>  | <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> </ul>   | <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> </ul>   |



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| <p>- Retell stories with puppets</p> <p><b>Participation</b><br/><b>Human Dignity</b><br/><b>The Common Good</b></p> <p><b>Development matters 2021:</b><br/>Enjoy listening to longer stories and can recall most of what happens.<br/>Can find it challenging to pay attention to more than one thing at a time.<br/>Use a wider range of Vocabulary.<br/>Understand a question or instruction that has two parts such as "Get your coat and wait at the door."<br/>Understand why questions such as " Why do you think the caterpillar got so big?"<br/>May have problems saying some sounds: r, j, th, ch, and sh.</p> | <p>- Uses talk to organise, sequence and clarify thinking, ideas, feelings and events</p> <p>- Retell a story</p> <p>- Ask and answer questions based on a story they have heard</p> <p><b>Participation</b><br/><b>Human Dignity</b><br/><b>The Common Good</b></p> <p><b>Development matters 2021:</b><br/>Enjoy listening to longer stories and can recall most of what happens.<br/>Can find it challenging to pay attention to more than one thing at a time.<br/>Use a wider range of Vocabulary.<br/>Understand a question or instruction that has two parts such as "Get your coat and wait at the door."<br/>Knowing rhymes, begin to talk about familiar books and tell stories.<br/>Understand why questions such as " Why do you think the caterpillar got so big?"<br/>May have problems saying some sounds: r, j, th, ch, and sh.<br/>Struggle with multisyllabic words such as Pterodactyl, planetarium and hippopotamus.</p> | <p>- Uses language to imagine and recreate roles and experiences in play situations</p> <p>- Retell a story</p> <p>- Predict what might happen in a story or situation</p> <p>- Ask and answer questions based on a story they have heard</p> <p>- Responds to instructions involving a two-part sequence.</p> <p><b>Participation</b><br/><b>Human Dignity</b><br/><b>The Common Good</b><br/><b>Promoting Peace</b></p> <p><b>Development matters 2021:</b><br/>Enjoy listening to longer 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tenses when speaking</p> <p>- Develop own narratives and explanations by connecting ideas or events</p> <p><b>Participation</b></p> <p><b>Development matters 2021:</b><br/>Enjoy listening to longer stories and can recall most of what happens.<br/>Can find it challenging to pay attention to more than one thing at a time.<br/>Use a wider range of Vocabulary.<br/>Understand a question or instruction that has two parts such as "Get your coat and wait at the door."<br/>Knowing rhymes, begin to talk about familiar books and tell stories.<br/>Understand why questions such as "Why do you think the caterpillar got so big?"<br/>Singing a large repertoire of songs and rhymes.<br/>Use longer sentences of four to six words.<br/>Develop their communication, but may have problems with irregular tenses and plurals such as 'runned' for 'ran,' or 'swimmed' for 'swam'.</p> | <p>- Predict what might happen in a story or situation</p> <p>- Respond appropriately to what others say, while engaged in another activity</p> <p>- Responds to instructions involving a two-part sequence.</p> <p>- Answer 'how' and 'why' questions about experiences and stories or events</p> <p>- Use correct tenses when speaking</p> <p>- Develop own narratives and explanations by connecting ideas or events</p> <p><b>Participation</b></p> <p><b>Development matters 2021:</b><br/>Enjoy listening to longer stories and can recall most of what happens.<br/>Can find it challenging to pay attention to more than one thing at a time.<br/>Use a wider range of Vocabulary.<br/>Understand a question or instruction that has two parts such as "Get your coat and wait at the door."<br/>Knowing rhymes, begin to talk about familiar books and tell stories.<br/>Understand why questions such as "Why do you think the caterpillar got so big?"<br/>Singing a large repertoire of songs and rhymes.<br/>Use longer sentences of four to six words.<br/>Develop their communication, but may have problems with irregular tenses and plurals such as 'runned' for 'ran,' or 'swimmed' for 'swam'.</p> <p>May have problems saying some sounds: r, j, th, ch, and sh.</p> | <p>- Answer 'how' and 'why' questions about experiences and stories or events</p> <p>- Use correct tenses when speaking</p> <p>- Develop own narratives and explanations by connecting ideas or events</p> <p>- Express themselves effectively, showing awareness of listeners' needs</p> <p><b>Subsidiarity</b><br/><b>Participation</b></p> <p><b>Development matters 2021:</b><br/>Enjoy listening to longer stories and can recall most of what happens.<br/>Can find it challenging to pay attention to more than one thing at a time.<br/>Use a wider range of Vocabulary.<br/>Understand a question or instruction that has two parts such as "Get your coat and wait at the door."<br/>Knowing rhymes, begin to talk about familiar books and tell stories.<br/>Understand why questions such as "Why do you think the caterpillar got so big?"<br/>Singing a large repertoire of songs and 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|                  |  |  |  | <p>May have problems saying some sounds: r, j, th, ch, and sh.</p> <p>Struggle with multisyllabic words such as Pterodactyl, planetarium and hippopotamus.</p> <p>Be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions.</p>   | <p>Struggle with multisyllabic words such as Pterodactyl, planetarium and hippopotamus.</p> <p>Be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions.</p> <p>Can start a conversation with an adult or a friend and continue it for many turns.</p> <p>Use talk to organise themselves and their play :”Let’s go on the bus...you sit there....I’ll be the driver.”</p>  | <p>Struggle with multisyllabic words such as Pterodactyl, planetarium and hippopotamus.</p> <p>Be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions.</p> <p>Can start a conversation with an adult or a friend and continue it for many turns.</p> <p>Use talk to organise themselves and their play :”Let’s go on the bus...you sit there....I’ll be the driver.”</p>  |
| <p><b>PD</b></p> | <ul style="list-style-type: none"> <li>- Fine motor skills activities to strengthen hands and fingers</li> <li>- Show preference for a dominant hand.</li> <li>- Dressing independently</li> <li>- Dry and clean during the day</li> <li>- Races / chasing / riding bikes and scooters / climbing equipment (outside)</li> </ul> <p>Links to PSHE (Health &amp; self-care)</p> <p><b>Getset4PE: Introduction to PE</b></p> <p>To move around safely in space.</p> <p>To follow instructions and stop safely.</p> <p>To stop safely and develop control when using equipment.</p> <p>To follow instructions and play safely as a group.</p> <p>To follow a path and take turns.</p> <p>To work co-operatively with a partner.</p> <p><b>Human dignity and Participation</b></p> <p><b>Development matters 2021:</b></p> | <ul style="list-style-type: none"> <li>- Show preference for a dominant hand.</li> <li>- Fine motor skills activities to strengthen hands and fingers</li> <li>- Dressing independently</li> <li>- Dry and clean during the day</li> <li>- Develop pencil grip</li> <li>- Races / chasing / riding bikes and scooters / climbing equipment (outside)</li> <li>- Using tools, construction and malleable materials (playdough) safely</li> </ul> <p>Links to PSHE (Health &amp; self-care)</p> <p><b>Getset4PE: Fundamentals</b></p> <p>To develop balancing.</p> <p>To develop running and stopping.</p> <p>To develop changing direction.</p> <p>To develop jumping.</p> <p>To develop hopping.</p> <p>To explore different ways to travel using equipment.</p> <p><b>Development matters 2021: Gross Motor -</b></p> | <ul style="list-style-type: none"> <li>- Show preference for a dominant hand.</li> <li>- Fine motor skills activities to strengthen hands and fingers</li> <li>- Dressing independently</li> <li>- Dry and clean during the day</li> <li>- Develop pencil grip</li> <li>- Races / chasing / riding bikes and scooters / climbing equipment (outside)</li> <li>- Using tools, construction and malleable materials (playdough) safely</li> </ul> <p>Links to PSHE (Health &amp; self-care)</p> <p><b>Getset4PE: Gymnastics</b></p> <p>To create short sequences using shapes, balances and travelling actions.</p> <p>To develop balancing and safely using apparatus.</p> <p>To develop jumping and landing safely from a height.</p> <p>To develop rocking and rolling.</p> <p>To explore travelling around, over and through apparatus.</p> <p>To create short sequences linking actions together and including apparatus.</p> | <ul style="list-style-type: none"> <li>• Use one-handed tools and equipment, for example, making snips in paper with scissors.</li> <li>• Use a comfortable grip with good control when holding pens and pencils.</li> <li>• Show a preference for a dominant hand.</li> <li>- Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</li> <li>• Start taking part in some group activities which they make up for themselves, or in teams.</li> <li>• Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.</li> <li>• Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</li> </ul> | <ul style="list-style-type: none"> <li>• Use one-handed tools and equipment, for example, making snips in paper with scissors.</li> <li>• Use a comfortable grip with good control when holding pens and pencils.</li> <li>• Show a preference for a dominant hand.</li> <li>• Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.</li> <li>• Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</li> <li>- Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</li> <li>• Start taking part in some group activities which they make up for themselves, or in teams.</li> <li>• Choose the right resources to carry out their own plan. For example, choosing a spade to</li> </ul> | <ul style="list-style-type: none"> <li>• Use one-handed tools and equipment, for example, making snips in paper with scissors.</li> <li>• Use a comfortable grip with good control when holding pens and pencils.</li> <li>• Show a preference for a dominant hand.</li> <li>• Match their developing physical skills to tasks and activities in the setting. 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| <p><b>Gross Motor -</b><br/>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) as well as ball skills.<br/>Go up steps and stairs, or climb up apparatus using alternate feet.<br/>Skip, hop, stand on one leg and hold a pose for games such as musical statues.<br/>Use large muscle movements to wave flags, streamers, to paint and make marks.<br/>Start taking part in some group activities which they make up for themselves or in teams.<br/>Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.<br/>Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.<br/>Choose the right resources to carry out a plan.<br/>Collaborate with others to manage large items, such as moving a large plank.</p> <p><b>Fine Motor –</b><br/>Start to eat independently and learn how to use knife and fork.<br/>Be mostly independent with self care (washing hands and using the toilet.)<br/>Begin to dress and undress independently<br/>Use one handed tools and equipment (making snips in paper with scissors)</p> | <p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) as well as ball skills.<br/>Go up steps and stairs, or climb up apparatus using alternate feet.<br/>Skip, hop, stand on one leg and hold a pose for games such as musical statues.<br/>Use large muscle movements to wave flags, streamers, to paint and make marks.<br/>Start taking part in some group activities which they make up for themselves or in teams.<br/><b>Fine Motor –</b><br/>Start to eat independently and learn how to use knife and fork.<br/>Be mostly independent with self care (washing hands and using the toilet.)<br/>Begin to dress and undress independently<br/>Use one handed tools and equipment (making snips in paper with scissors)</p> <p><b>Human dignity Participation</b></p> | <p><b>Development matters 2021: Gross Motor -</b><br/>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) as well as ball skills.<br/>Go up steps and stairs, or climb up apparatus using alternate feet.<br/>Skip, hop, stand on one leg and hold a pose for games such as musical statues.<br/>Use large muscle movements to wave flags, streamers, to paint and make marks.<br/>Start taking part in some group activities which they make up for themselves or in teams.</p> <p><b>Fine Motor –</b><br/>Use a comfortable grip with good control when holding pens and pencils.<br/>Show a preference for a dominant hand.<br/>Start to eat independently and learn how to use knife and fork.<br/>Be mostly independent with self care (washing hands and using the toilet.)<br/>Begin to dress and undress independently<br/>Use one handed tools and equipment (making snips in paper with scissors)</p> <p><b>Human dignity Participation</b></p> | <p>Links to PSHE (Health &amp; self-care)</p> <p><b>Getset4PE: Dance</b><br/>To use counting to help to stay in time with the music.<br/>To copy and create different actions.<br/>To be able to move safely with confidence and imagination.<br/>To express and communicate ideas through movement.<br/>To explore movement using a prop.<br/>To move with control and coordination.<br/>To move with control and coordination.<br/>To express and communicate ideas through movement.<br/>To move with control and coordination.<br/>To copy and repeat actions, linking them together.<br/>To remember and repeat actions.<br/>To explore body actions, pathways and shapes.</p> <p><b>Human dignity Participation</b></p> <p><b>Development matters 2021: Gross Motor -</b><br/>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) as well as ball skills.<br/>Go up steps and stairs, or climb up apparatus using alternate feet.<br/>Skip, hop, stand on one leg and hold a pose for games such as musical statues.</p> | <p>enlarge a small hole they dug with a trowel.<br/>• Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p> <p>Links to PSHE (Health &amp; self-care)</p> <p><b>Getset4PE: Ball Skills</b><br/>To develop rolling and tracking a ball.<br/>To develop accuracy when throwing to a target.<br/>To develop dribbling with hands.<br/>To develop throwing and catching with a partner.<br/>To develop dribbling a ball with your feet.<br/>To develop kicking a ball to a target.</p> <p><b>Human Dignity Participation</b></p> <p><b>Development matters 2021: Gross Motor -</b><br/>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) as well as ball skills.<br/>Go up steps and stairs, or climb up apparatus using alternate feet.<br/>Skip, hop, stand on one leg and hold a pose for games such as musical statues.<br/>Use large muscle movements to wave flags, streamers, to paint and make marks.<br/>Start taking part in some group activities which they make up for themselves or in teams.</p> | <p>enlarge a small hole they dug with a trowel.<br/>• Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p> <p>Links to PSHE (Health &amp; self-care)</p> <p><b>Getset4PE: Games</b><br/>To follow instructions and move safely when play tagging games.<br/>To learn to play against an opponent.<br/>To play by the rules and develop coordination.<br/>To explore striking a ball and keeping score.<br/>To work co-operatively as a team.</p> <p><b>Human Dignity Participation</b></p> <p><b>Development matters 2021:</b><br/>Develop the foundations of a handwriting style which is fast, accurate and efficient.<br/>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.<br/>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.<br/>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor<br/>Progress towards a more fluent style of moving, with developing control and grace.<br/>Revise and refine the fundamental movement skills they have already acquired: -</p> |
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|             |  |  |   | <p>Use large muscle movements to wave flags, streamers, to paint and make marks. Start taking part in some group activities which they make up for themselves or in teams.</p> <p>Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.</p> <p>Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.</p> <p><b>Fine Motor –</b><br/>Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand. Start to eat independently and learn how to use knife and fork. Be mostly independent with self care (washing hands and using the toilet.) Begin to dress and undress independently Use one handed tools and equipment (making snips in paper with scissors)</p> | <p>Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.</p> <p>Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.</p> <p>Choose the right resources to carry out a plan. Collaborate with others to manage large items, such as moving a large plank.</p> <p><b>Fine Motor –</b><br/>Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand. Start to eat independently and learn how to use knife and fork. Be mostly independent with self care (washing hands, toothbrushing and using the toilet.) Be increasingly independent as they get dressed and undressed. Make healthy choices about food, drink, activities and tooth brushing. Use one handed tools and equipment (making snips in paper with scissors)</p> | <p>rolling - crawling - walking - jumping - running - hopping - skipping - climbing</p>  |
| <b>PSED</b> | <ul style="list-style-type: none"> <li>- Routines</li> <li>- Settling in</li> <li>- Independence</li> <li>- Turn taking and sharing</li> <li>- Class rules / behaviour expectations</li> </ul> | <ul style="list-style-type: none"> <li>- Talk about self positively and about abilities</li> <li>- Play co-operatively</li> </ul> <p><b>RSE link</b><br/>-Me, my body, my health</p> | <ul style="list-style-type: none"> <li>- Beginning to negotiate and solve problems without aggression</li> <li>- Play co-operatively</li> </ul> <p><b>RSE Scheme:</b><br/><b>New people, new places</b></p> | <ul style="list-style-type: none"> <li>- Initiates conversations, attends to and takes account of what others say</li> <li>- Play co-operatively</li> <li>- Show sensitivity to others' needs and feelings and form positive relationships</li> </ul>   | <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> </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> </ul> |



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|  | <p>- Talk about families and how they are all different but all special.<br/>- Being a member of our Nursery class.</p> <p><b>Human dignity</b><br/><b>Subsidiarity</b><br/><b>Participation</b><br/><b>Promoting Peace</b></p> <p><b>Development matters 2021:</b><br/>Has a sense of responsibility and membership within a community.<br/>Begin to show confidence in social situations.<br/>Playing with one or more children and extending ideas.<br/>Increasingly following rules and understanding why we have rules.<br/>Can express their feelings and beginning to consider how their peers feel.</p> | <p><b>Subsidiarity</b><br/><b>Participation</b><br/><b>Promoting Peace</b><br/><b>Human dignity</b></p> <p><b>Development matters 2021:</b><br/>Has a sense of responsibility and membership within a community.<br/>Begin to show confidence in social situations.<br/>Playing with one or more children and extending ideas.<br/>Increasingly following rules and understanding why we have rules.<br/>Can express their feelings and beginning to consider how their peers feel.</p> | <p>Children will learn:<br/>-Change is a part of growing up.<br/>-Their experiences of change will help their transition to Reception<br/>-God is with them every step of the way as they grow and change.</p> <p><b>Participation</b><br/><b>Promoting Peace</b><br/><b>Human dignity</b></p> <p><b>Development matters 2021:</b><br/>Has a sense of responsibility and membership within a community.<br/>Begin to show confidence in social situations.<br/>Playing with one or more children and extending ideas.<br/>Increasingly following rules and understanding why we have rules.<br/>Can express their feelings and beginning to consider how their peers feel.<br/>Using words such as happy, sad angry or worried.</p> | <p><b>RSE link:</b><br/>-Personal relationships</p> <p><b>Promoting Peace</b><br/><b>Participation</b><br/><b>Human Dignity</b><br/><b>The Common Good</b><br/><b>Stewardship</b></p> <p><b>Development matters 2021:</b><br/>Begin to show confidence in social situations.<br/>Playing with one or more children and extending ideas.<br/>Increasingly following rules and understanding why we have rules.<br/>Using words such as happy, sad angry or worried.<br/>Can express their feelings and beginning to consider how their peers feel.</p> | <p>- Show sensitivity to others' needs and feelings and form positive relationships</p> <p><b>RSE Scheme:</b><br/><b>What is the internet?</b><br/><b>Playing online</b><br/>Children will learn:<br/>-That the internet connects us to others<br/>-That the internet helps us in lots of ways<br/>-about safe and unsafe situations online.<br/>-That they can ask for help from their special people.<br/>-Only Jesus can help us with everything</p> <p><b>Human Dignity</b><br/><b>Solidarity</b></p> <p><b>Development matters 2021:</b><br/>Shows confidence in social situations.<br/>Playing with one or more children and extending ideas.<br/>Increasingly following rules and understanding why we have rules.<br/>Can express their feelings and beginning to consider how their peers feel.<br/>Using words such as happy, sad angry or worried.</p> | <p>- Show sensitivity to others' needs and feelings and form positive relationships</p> <p><b>RSE Scheme:</b><br/><b>When I grow up</b><br/><b>Money doesn't grow on trees.</b><br/>Children will learn:<br/>-About some different types of jobs<br/>-That having a job can help us to look after each other and the world<br/>-That God has given us all strengths, gifts and talents to do His work<br/>-About strengths and interests needed to do different jobs<br/>-Money helps us buy things.<br/>-That wants and needs are different.<br/>-That God's love and the love we share with others is freely given and our most important need.</p> <p><b>Human Dignity</b><br/><b>Participation</b></p> <p><b>Development matters 2021:</b><br/>Shows confidence in social situations.<br/>Talk with peers on how to solve conflict.<br/>Increasingly following rules and understanding why we have rules.<br/>Can express their feelings and beginning to consider how their peers feel.<br/>Using words such as happy, sad angry or worried.</p> |
| <p><b>Literacy</b></p> <p><b>Phonics</b></p> | <p><b>Phase 1 Phonics</b></p> <p><b>Aspect 1</b><br/><b>Environmental sounds Main purpose:</b><br/>To develop the children's listening skills and awareness of sounds in the environment (Tuning into sounds – TIS). Further development of vocabulary and children's</p>   | <p><b>Phase 1</b></p> <p><b>Aspect 3</b><br/><b>Body percussion Main purpose:</b><br/>To develop awareness of sounds and rhythms (Tuning into sounds – TIS). To distinguish between sounds and to remember patterns of sound (Listening and remembering sounds – LRS). To</p>   | <p><b>Phase 1 Phonics</b></p> <p><b>Aspect 6</b><br/><b>Voice sounds Main purpose:</b><br/>To distinguish between the differences in vocal sounds, including oral blending and segmenting (Tuning into sounds – TIS). To explore speech sounds (Listening and remembering sounds</p>  | <p><b>Phase 1 Phonics</b></p> <p><b>Aspect 5</b><br/><b>Alliteration Main purpose:</b><br/>To develop understanding of alliteration (Tuning into sounds – TIS). To listen to sounds at the beginning of words and hear</p>  | <p><b>Phase 1 Phonics</b></p> <p><b>Aspect 7</b><br/><b>Oral blending and segmenting</b><br/>To develop oral blending and segmenting of sounds in words (Tuning into sounds – TIS). To listen to phonemes within words and to remember them in the order in which they occur (Listening and remembering</p>   | <p><b>Phase 1 Phonics</b></p> <p>- Initial sounds<br/>- Rhyming<br/>- Alliteration<br/>- Syllables<br/>- Environmental sounds<br/>- Segment and blend simple words</p> <p>Spot and suggest rhymes from our stories.</p>   |





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| <p>identification and recollection of difference between sounds (Listening and remembering sounds – LRS). To make up simple sentences and talk in greater detail about sounds (Talking about sounds – TAS).</p> <p><b>Aspect 2</b><br/><b>Instrumental sounds</b><br/><b>Main purpose:</b><br/>To experience and develop awareness of sounds made with instruments and noise makers (Tuning into sounds – TIS). To listen to and appreciate the difference between sounds made with instruments (Listening and remembering sounds – LRS). To use a wide vocabulary to talk about the sounds instruments make (Talking about sounds – TAS).</p> <ul style="list-style-type: none"> <li>- Baseline</li> <li>- Make meaningful marks</li> <li>- Recognise their name</li> <li>- Engage in conversations about stories to expand vocabulary</li> <li>- Recognise key concepts about print</li> </ul> <p><b>Participation</b></p> <p><b>Development matters 2021:</b></p> <ul style="list-style-type: none"> <li>• Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing</li> </ul> | <p>talk about sounds we make with our bodies and what the sounds mean (Talking about sounds – TAS).</p> <p><b>Aspect 4</b><br/><b>Rhythm and rhyme</b><br/><b>Main purpose:</b><br/>To experience and appreciate rhythm and rhyme and to develop awareness of rhythm and rhyme in speech (Tuning into sounds – TIS). To increase awareness of words that rhyme and to develop knowledge about rhyme (Listening and remembering sounds – LRS). To talk about words that rhyme and to produce rhyming words (Talking about sounds – TAS)</p> <ul style="list-style-type: none"> <li>- Story sequencing</li> <li>- Recognise their name</li> <li>- Demonstrate understanding about what they have read (retelling / answering questions / predicting what might happen next etc)</li> <li>- Clap and count syllables in words</li> <li>- Recognise key concepts about print</li> <li>- Write some of their name.</li> </ul> <p><b>Participation</b></p> <p><b>Development matters 2021:</b></p> <ul style="list-style-type: none"> <li>• Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing</li> <li>• Develop their phonological awareness, so that they can: <ul style="list-style-type: none"> <li>- spot and suggest rhymes</li> <li>- count or clap syllables in a word</li> </ul> </li> </ul> | <p>– LRS). To talk about the different sounds that we can make with our voices (Talking about sounds – TAS).</p> <p><b>Aspect 5</b><br/><b>Alliteration</b><br/><b>Main purpose:</b><br/>To develop understanding of alliteration (Tuning into sounds – TIS).<br/>To listen to sounds at the beginning of words and hear the differences between them (Listening and remembering sounds – LRS).<br/>To explore how different sounds are articulated, and to extend understanding of alliteration.</p> <p>World Book Day</p> <ul style="list-style-type: none"> <li>- Recognise their name</li> <li>- Write/ copy their name</li> <li>- Talk about what happened in the story</li> <li>- Discuss the main characters</li> <li>- Demonstrate understanding about what they have read (retelling / answering questions / predicting what might happen next etc)</li> <li>- Early writing for lists, invitations, postcards</li> <li>Initial sounds</li> </ul> <p><b>Participation</b></p> <p><b>Development matters 2021:</b></p> <ul style="list-style-type: none"> <li>• Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the</li> </ul> | <p>the differences between them (Listening and remembering sounds – LRS).<br/>To explore how different sounds are articulated, and to extend understanding of alliteration.</p> <ul style="list-style-type: none"> <li>- Fact files</li> <li>- Non fiction writing</li> <li>- Initial sounds</li> <li>- Recognise their name</li> <li>- Talk about what happened in the story</li> <li>- Discuss the main characters</li> <li>- Make own story version</li> </ul> <p><b>Participation</b></p> <p><b>Development matters 2021:</b></p> <ul style="list-style-type: none"> <li>• Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing</li> <li>• Develop their phonological awareness, so that they can: <ul style="list-style-type: none"> <li>- spot and suggest rhymes</li> <li>- count or clap syllables in a word</li> <li>- recognise words with the same initial sound, such as money and mother</li> </ul> </li> <li>• Engage in extended conversations about stories, learning new vocabulary.</li> <li>• Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts</li> </ul> | <p>sounds – LRS). To talk about the different phonemes that make up a given word (Talking about sounds – TAS).</p> <ul style="list-style-type: none"> <li>- Story sequencing</li> <li>- Rhyming</li> <li>- Segment and blend cvc pictures</li> <li>- Attempts to write / make meaningful marks</li> <li>- Recognise their name</li> <li>- Write their name</li> <li>- Demonstrate understanding about what they have read (retelling / answering questions / predicting what might happen next etc)</li> </ul> <p><b>Participation</b></p> <p><b>Development matters 2021:</b></p> <ul style="list-style-type: none"> <li>• Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing</li> <li>• Develop their phonological awareness, so that they can: <ul style="list-style-type: none"> <li>- spot and suggest rhymes</li> <li>- count or clap syllables in a word</li> <li>- recognise words with the same initial sound, such as money and mother</li> </ul> </li> <li>• Engage in extended conversations about stories, learning new vocabulary.</li> <li>• Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing ‘m’ for mummy.</li> <li>• Write some or all of their name.</li> <li>• Write some letters accurately.</li> </ul> | <p>Recognise words with the same initial sound.<br/>Count or clap syllables.<br/>Writing names.<br/>Use some print and letter knowledge in their early writing.<br/>Writing letters of name more accurately.</p> <p><b>Participation</b></p> <p><b>Development matters 2021:</b></p> <ul style="list-style-type: none"> <li>• Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing</li> <li>• Develop their phonological awareness, so that they can: <ul style="list-style-type: none"> <li>- spot and suggest rhymes</li> <li>- count or clap syllables in a word</li> <li>- recognise words with the same initial sound, such as money and mother</li> </ul> </li> <li>• Engage in extended conversations about stories, learning new vocabulary.</li> <li>• Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing ‘m’ for mummy.</li> <li>• Write some or all of their name.</li> <li>• Write some letters accurately</li> </ul> |
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|              | <ul style="list-style-type: none"> <li>Engage in extended conversations about stories, learning new vocabulary.</li> </ul>   | <ul style="list-style-type: none"> <li>Engage in extended conversations about stories, learning new vocabulary.</li> <li>Write some or all of their name.</li> </ul>  | <p>names of the different parts of a book - page sequencing</p> <ul style="list-style-type: none"> <li>Develop their phonological awareness, so that they can:               <ul style="list-style-type: none"> <li>spot and suggest rhymes</li> <li>count or clap syllables in a word</li> <li>recognise words with the same initial sound, such as money and mother</li> </ul> </li> <li>Engage in extended conversations about stories, learning new vocabulary.</li> <li>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.</li> <li>Write some or all of their name.</li> <li>Write some letters accurately.</li> </ul>  | <p>at the top of the page; writing 'm' for mummy.</p> <ul style="list-style-type: none"> <li>Write some or all of their name.</li> <li>Write some letters accurately.</li> </ul>   |  |  |
| <b>Maths</b> | <p><b>Number of the week Shape</b></p> <ul style="list-style-type: none"> <li>Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</li> <li>Recite numbers past 5.</li> <li>Say one number for each item in order: 1,2,3,4,5.</li> <li>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</li> <li>Show 'finger numbers' up to 5.</li> <li>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</li> <li>Experiment with their own symbols and marks as well as numerals.</li> <li>Solve real world mathematical problems with numbers up to 5.</li> <li>Compare quantities using language: 'more than', 'fewer than'.</li> </ul> <p><b>SHAPE:</b><br/>Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'</p> | <p><b>Number To develop awareness of pattern.</b></p> <ul style="list-style-type: none"> <li>Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</li> <li>Recite numbers past 5.</li> <li>Say one number for each item in order: 1,2,3,4,5.</li> <li>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</li> <li>Show 'finger numbers' up to 5.</li> <li>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</li> <li>Experiment with their own symbols and marks as well as numerals.</li> <li>Solve real world mathematical problems with numbers up to 5.</li> <li>Compare quantities using language: 'more than', 'fewer than'.</li> </ul> <p><b>PATTERN:</b></p> <ul style="list-style-type: none"> <li>Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc.</li> </ul> | <p><b>Number Weight</b></p> <ul style="list-style-type: none"> <li>Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</li> <li>Recite numbers past 5.</li> <li>Say one number for each item in order: 1,2,3,4,5.</li> <li>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</li> <li>Show 'finger numbers' up to 5.</li> <li>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</li> <li>Experiment with their own symbols and marks as well as numerals.</li> <li>Solve real world mathematical problems with numbers up to 5.</li> <li>Compare quantities using language: 'more than', 'fewer than'.</li> </ul> <p><b>WEIGHT:</b><br/>Make comparisons between objects relating to size, length, weight and capacity</p> <p><b>Participation</b></p> | <p><b>Number Length</b></p> <ul style="list-style-type: none"> <li>Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</li> <li>Recite numbers past 5.</li> <li>Say one number for each item in order: 1,2,3,4,5.</li> <li>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</li> <li>Show 'finger numbers' up to 5.</li> <li>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</li> <li>Experiment with their own symbols and marks as well as numerals.</li> <li>Solve real world mathematical problems with numbers up to 5.</li> <li>Compare quantities using language: 'more than', 'fewer than'.</li> </ul> <p><b>LENGTH:</b><br/>Make comparisons between objects relating to size, length, weight and capacity.</p> <p><b>Participation</b></p> | <p><b>Number Positional vocab, number problems</b></p> <ul style="list-style-type: none"> <li>Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</li> <li>Recite numbers past 5.</li> <li>Say one number for each item in order: 1,2,3,4,5.</li> <li>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</li> <li>Show 'finger numbers' up to 5.</li> <li>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</li> <li>Experiment with their own symbols and marks as well as numerals.</li> <li>Solve real world mathematical problems with numbers up to 5.</li> <li>Compare quantities using language: 'more than', 'fewer than'.</li> </ul> <p><b>Positional vocab, number problems:</b></p> <ul style="list-style-type: none"> <li>Understand position through words alone – for example, "The</li> </ul> | <p><b>Number Capacity</b></p> <ul style="list-style-type: none"> <li>Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</li> <li>Recite numbers past 5.</li> <li>Say one number for each item in order: 1,2,3,4,5.</li> <li>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</li> <li>Show 'finger numbers' up to 5.</li> <li>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</li> <li>Experiment with their own symbols and marks as well as numerals.</li> <li>Solve real world mathematical problems with numbers up to 5.</li> <li>Compare quantities using language: 'more than', 'fewer than'.</li> </ul> <p><b>Capacity:</b><br/>Make comparisons between objects relating to size, length, weight and capacity.</p> <p><b>Participation</b></p> |



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|------------|--|---|---|---|--|--|
|            | <p>Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. • Combine shapes to make new ones – an arch, a bigger triangle etc</p> <p><b>Participation</b></p>  | <ul style="list-style-type: none"> <li>• Extend and create ABAB patterns – stick, leaf, stick, leaf.</li> <li>• Notice and correct an error in a repeating pattern</li> </ul> <p><b>Participation</b></p>   |   |   | <p>bag is under the table,” – with no pointing.</p> <ul style="list-style-type: none"> <li>• Describe a familiar route. • Discuss routes and locations, using words like ‘in front of’ and ‘behind’.</li> </ul> <p><b>Participation</b></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> <li>- Draw maps of where they live</li> </ul> <p><b>Brown Bear, Brown bear what do you see?</b></p> <ul style="list-style-type: none"> <li>- Draw maps of our bear hunt</li> <li>- Colour mixing and discussion of camouflage and hibernation. Experiment on hibernation.</li> </ul> <p><b>Human Dignity Solidarity</b></p> <p><b>Development matters 2021:</b></p> <ul style="list-style-type: none"> <li>-Use their senses in hands on experiences of natural materials.</li> <li>-Begin to make sense of their own life stories.</li> </ul> | <ul style="list-style-type: none"> <li>- Discuss the Christmas story</li> <li>- Talk about different traditions at Christmas</li> </ul> <p><b>Bonfire Night:</b></p> <ul style="list-style-type: none"> <li>- Bonfire Night – fireworks, safety around fire, sparklers.</li> </ul> <p><b>International week:</b></p> <ul style="list-style-type: none"> <li>- International week – India – flags, holi festival, mendi, naan breads, clay diva lamps</li> </ul> <p><b>Diwali:</b></p> <ul style="list-style-type: none"> <li>- Diwali – consider similarities and differences between the celebrations &amp; religions, Diwa lamps, Mendhi patterns, Henna, Indian flag.</li> </ul> <p><b>Seasonal changes/Autumn:</b></p> <ul style="list-style-type: none"> <li>- Seasonal changes – weather, what clothes to wear in each season etc.</li> <li>- Experiment – What clothes should teddy wear?</li> </ul> <p><b>Human Dignity Stewardship Participation</b></p> <p><b>Development matters 2021:</b></p> <ul style="list-style-type: none"> <li>-Explore collections of materials with similar and different properties.</li> <li>-Explore how things work.</li> <li>- Talk about the difference between materials and how they change.</li> </ul> | <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 some basic mandarin.</li> </ul> <p><b>Weddings:</b></p> <ul style="list-style-type: none"> <li>- Weddings – Catholic wedding and another wedding of a different religion. Similarities and differences. Children to dress up for each of the weddings and act them out.</li> <li>- Father Norbert to talk about events/services that happen at the church.</li> <li>- Visit our local church.</li> <li>- Discuss traditions linked to weddings</li> </ul> <p><b>Birthdays:</b></p> <ul style="list-style-type: none"> <li>- Look at children’s traditions when celebrating their birthday.</li> <li>- Bake cakes</li> <li>- Similarities and differences around the world</li> </ul> <p><b>Human Dignity Stewardship Participation Promoting Peace</b></p> <p><b>Development matters 2021:</b></p> <ul style="list-style-type: none"> <li>-Talk about what they see, using a wide range of Vocabulary.</li> <li>-Explore how things work.</li> <li>- Continue to develop positive attitudes about the differences between people</li> </ul> | <p><b>Mardi Gras</b></p> <p>Make masks Festival</p> <p><b>Spring</b></p> <ul style="list-style-type: none"> <li>-Spring walk</li> <li>-observational drawings</li> <li>-Signs of spring</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>Development matters 2021:</b></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><b>Building the Kingdom: Stewardship Participation Subsidiarity Promoting Peace</b></p> | <p><b>I love Bugs</b></p> <ul style="list-style-type: none"> <li>-Bug hunt</li> <li>-Bug hotel</li> <li>-Sorting and classifying bugs and insects</li> </ul> <p><b>The Very Hungry Caterpillar</b></p> <ul style="list-style-type: none"> <li>-Life cycles</li> <li>-Butterflies</li> </ul> <p><b>Development matters 2021:</b></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><b>Building the Kingdom: Stewardship Participation Subsidiarity Human Dignity</b></p> | <p><b>Police:</b></p> <ul style="list-style-type: none"> <li>- Police visit</li> <li>- Why are the police important?</li> <li>- What should we call the police for?</li> <li>- What number do we ring?</li> <li>- Do you know your telephone number and address?</li> <li>- Police car and station outside</li> </ul> <p><b>Hospital:</b></p> <ul style="list-style-type: none"> <li>- Who works at the hospital?</li> <li>- Why do we go to hospital?</li> <li>- Plastering for children to practise on dolls</li> <li>- Medical equipment to explore</li> </ul> <p><b>Fire service:</b></p> <ul style="list-style-type: none"> <li>- Fire engine to visit</li> <li>- Discuss how we can make our home safe</li> <li>- What do we use the fire service for?</li> <li>- What is their uniform made of?</li> <li>- Compare fire engines and clothing to the past.</li> </ul> <p><b>Stewardship Participation Subsidiarity Human Dignity</b></p> <p><b>Development matters 2021:</b></p> <ul style="list-style-type: none"> <li>-Begin to make sense of Family’s history.</li> <li>-Know that there are different countries in the world and talk about the differences they have seen.</li> </ul> |





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|------------|---|--|---|--|---|--|
|            |   |  |   |  |   | <ul style="list-style-type: none"> <li>-Show an interest in different occupations.</li> <li>- Begin to understand the need to respect and care for the natural environment and all living things</li> </ul>  |
| <b>EAD</b> | <p><b>All about me:</b></p> <ul style="list-style-type: none"> <li>-face painting</li> <li>-observational drawing</li> <li>-painting names and decorating them</li> <li>-making their face with natural objects</li> </ul> <p><b>Five senses:</b></p> <ul style="list-style-type: none"> <li>- Explore senses – the five senses</li> <li>- Cutting/modelling with clay or play dough</li> <li>- scented playdough</li> <li>-smell pots</li> <li>-what’s in the box?</li> </ul> <p><b>Brown Bear, Brown Bear, What do you see?</b></p> <ul style="list-style-type: none"> <li>-Colour mixing</li> <li>-Experimenting with different textures</li> </ul> <p><b>Human Dignity Solidarity</b></p> <p><b>Development matters 2021:</b></p> <ul style="list-style-type: none"> <li>-Take part in pretend play.</li> <li>-Explore different materials freely.</li> </ul> | <p><b>Christmas:</b></p> <ul style="list-style-type: none"> <li>- Christmas cards</li> <li>- Christmas decoration</li> <li>- Wrapping paper and tag</li> <li>-Christmas role play</li> </ul> <p><b>Bonfire night:</b></p> <ul style="list-style-type: none"> <li>- Bonfire night pictures</li> <li>- Sparklers</li> <li>-Campfire</li> </ul> <p><b>Diwali:</b></p> <ul style="list-style-type: none"> <li>- Diwali lamps</li> <li>- Diwali paintings</li> </ul> <p><b>International week:</b></p> <ul style="list-style-type: none"> <li>- International week – India – flags, holi festival, mendi, naan breads.</li> </ul> <p><b>Promoting Peace Distributive justice Solidarity Subsidiarity The Common Good</b></p> <p><b>Development matters 2021:</b></p> <ul style="list-style-type: none"> <li>-Begin to listen to sounds.</li> <li>-Begin to develop complex stories using small world resources.</li> <li>-Develop their own ideas and then decide which resources to use to express them.</li> <li>-Create closed shapes with continuous lines.</li> <li>- Begin to remember songs and rhymes.</li> </ul> | <p><b>Chinese New Year:</b></p> <ul style="list-style-type: none"> <li>- Stir fry cooking</li> <li>- Trying fortune cookies</li> <li>- Chinese lanterns</li> <li>-Explore Chinese numbers</li> </ul> <p><b>Birthdays:</b></p> <ul style="list-style-type: none"> <li>- Invitations</li> <li>- Baking cakes</li> <li>- Birthday cards</li> <li>- Guest list</li> </ul> <p><b>Weddings:</b></p> <ul style="list-style-type: none"> <li>-Act out different weddings</li> <li>-Wedding pictures</li> </ul> <p><b>Human Dignity Promoting Peace Solidarity</b></p> <p><b>Development matters 2021:</b></p> <ul style="list-style-type: none"> <li>-Draw with increasing complexity and detail.</li> <li>-Explore colour and colour mixing.</li> <li>-Listen with increased attention to sounds.</li> <li>-Remember and sing entire songs.</li> </ul> | <p>Mother’s Day cards</p> <p><b>Easter:</b></p> <ul style="list-style-type: none"> <li>- Easter cards</li> <li>- Decorate easter eggs</li> <li>- Hot cross buns</li> </ul> <p><b>Mardi Gras:</b></p> <ul style="list-style-type: none"> <li>-Masks</li> <li>-Festivals</li> </ul> <p><b>Spring:</b></p> <ul style="list-style-type: none"> <li>-Drawings of daffodils</li> <li>-Natural collages</li> </ul> <p><b>Stewardship Participation</b></p> <p><b>Development matters 2021:</b></p> <ul style="list-style-type: none"> <li>-Use drawing to represent ideas like movement or loud noises.</li> <li>-Respond to what they’ve heard, expressing thoughts and feelings.</li> <li>-Singing the pitch of a tone sung by another person.</li> <li>-Sing the melodic shape of familiar songs.</li> </ul> | <p><b>Artist of the term: Matisse - snail</b></p> <ul style="list-style-type: none"> <li>- Father’s Day cards</li> </ul> <p><b>The Very Hungry Caterpillar:</b></p> <ul style="list-style-type: none"> <li>- Repeated patterns using caterpillar finger prints</li> <li>-Symmetrical pattern printing butterflies</li> </ul> <p><b>I love bugs:</b></p> <ul style="list-style-type: none"> <li>-Tadpoles from the pond in forest school</li> <li>-Bug fossils</li> </ul> <p><b>Minibeasts:</b></p> <ul style="list-style-type: none"> <li>-Minibeast hunt</li> <li>-Minibeast small world</li> <li>-Bug hotel</li> </ul> <p><b>Building the Kingdom: Subsidiarity Human Dignity</b></p> <p><b>Development matters 2021:</b></p> <ul style="list-style-type: none"> <li>- Make imaginative and complex small world scenes.</li> <li>-Join materials to explore different textures.</li> <li>- Play instruments with increasing control to express their feelings and ideas.</li> </ul> | <ul style="list-style-type: none"> <li>- Junk modelling, creating vehicles (tanks, fire engines etc)</li> <li>-Rolling tyres in paint</li> <li>-Fancy dress - occupations</li> </ul> <p><b>Stewardship Participation Subsidiarity Human Dignity</b></p> <p><b>Development matters 2021:</b></p> <ul style="list-style-type: none"> <li>-Show different emotions in their drawings and paintings like happy or sad.</li> <li>-Create their own songs or improvise a song around one they know.</li> </ul> |



