



YEAR A	Autumn		Spring		Summer	
Topic	<p>Ourselves</p> <p>Books:</p> <p>All about me:</p> <ul style="list-style-type: none"> - Why am I different? - Norma Simon - Do I have to go to school? - Pat Thomas - My first day at school - Where's my peg? - Jen Green - Brown bear, brown bear what do you see? - Bill Martin Jr - My five senses book by Alike - Mixed - Aree Chung - Incredible you by Rhys Brisenden - Marvellous me: Inside and out by Lisa Bullard - In Every house on every street - Jess Hitchman - Hair love by Matthew Cherry - Ruby's Worry by Tom Percival - Polar Bear, Polar Bear what do you hear? By Bill Martin Junior <p>Autumn:</p> <ul style="list-style-type: none"> - The Leafman - Lois Elhert - We're going on a leaf hunt - Steve Metzger - A stroll through the seasons - Kay Barnham - Let It Fall - Maryann Cocca-Leffler - The Busy Little Squirrel - Nancy Tafuri - Leaves Fall Down (Autumn) - Lisa Bullard - Fall leaves by Martha Rustard - Animals in fall by Martha Rustad - Awesome Autumn by Bruce Goldstone - You choose by Nick Sharratt 	<p>Bonfire night/Diwali/Christmas</p> <p>Books:</p> <p>Remembrance day - 11/11/21</p> <p>http://learning.poppyscotland.org.uk/resource/the-poppy-story-book-animation/</p> <p>https://www.youtube.com/watch?v=pv_ub7Be7oA - BBC animation</p> <p>Bonfire Night:</p> <ul style="list-style-type: none"> - Sparks in the sky - Twinkl - Hovis the Hedgehog - Lynda Leigh Crawford <p>Diwali - 4/11/21:</p> <ul style="list-style-type: none"> - Dipali's Diwali - Twinkl - Rama and Sita - A story of Diwali - Pippa Howard - Dickmann Diwali by Nancy Dickmann - Lighting a lamp - Jonny Zucker - Little Glow by Katie Sahota <p>Christmas:</p> <ul style="list-style-type: none"> - Stickman - Julia Donaldson - The Snowman - Raymond Briggs - Mog's Christmas - Judith Kerr - The Jolly Postman Christmas - Janet & Allan Ahlberg - The Christmas Story - Snowflakes - Cerrie Burnell <p style="text-align: center;">Living things (N) Sound (R)</p>	<p>Celebrations</p> <p>Books:</p> <p>Birthdays:</p> <ul style="list-style-type: none"> - Kipper's birthday - Mick Inkpen - Happy Birthday Blue Kangaroo - Emma Chichester Clark - Birthdays around the world - Margriet Ruurs <p>Weddings:</p> <ul style="list-style-type: none"> - The Scarecrow's Wedding - J. Donaldson - Julian at the Wedding - Jessica Love - Nadia's hands - Karen English - The Big Ceremony - Ozi Okaro - When Willy went to the wedding - The Little Mouse Wedding - Michelle Cartlidge - Uncle Peter's Amazing Chinese Wedding - Lenore Look <p>Chinese New Year:</p> <ul style="list-style-type: none"> - Chinese New Year story - Dragon Dance - Joan Holub - Lanterns and Firecrackers - Jonny Zucker - My first Chinese New Year - Karen Katz - Lunar New Year around the World by Amanda Li <p style="text-align: center;">Electricity (N) Materials (R)</p>	<p>Celebrations</p> <p>Books:</p> <p>Mardi Gras:</p> <ul style="list-style-type: none"> - All about Mardi Gras powerpoint - Twinkl - Mimi's First Mardi Gras - Alice Couvillion and Elizabeth Moore - The Bourbon Street Band is back - Ed Shareman <ul style="list-style-type: none"> - Celebrations around the world by Katy Halford - What do you celebrate? Exploring the world through holidays – by Whitney Stewart <p>Spring:</p> <ul style="list-style-type: none"> - The Tiny Seed - Hello Spring - Spring is here - The Amazing life cycle of plants - Life Cycle books (non-fiction) <ul style="list-style-type: none"> - Mother's Day cards <p>Easter:</p> <ul style="list-style-type: none"> - We're going on an Egg hunt - Easter Story - Five little Easter Bunnies - How to catch the Easter Bunny <p style="text-align: center;">Sound (N) Light (R)</p>	<p>Mini beasts</p> <p>Books:</p> <ul style="list-style-type: none"> - The Very Hungry Caterpillar - Eric Carle - The Crunching Munching Caterpillar - Sheridan Cain - Ten Little Ladybirds - Melaine Gerth - I love Bugs! - Emma Dodd - Mad about Minibeasts - Giles Andrea - Superworm - Julia Donaldson - Diary of a spider - Doreen Cronin - Yucky Worms by Vivian French - The Bug Collector by Alex Griffiths - Do you love Bugs? By Matt Robertson - Bug Hotel by Clover Robin - Twist and Hop Minibeast Bop by Tony Mitton <p style="text-align: center;">Animals, excluding humans (N) Living things (R)</p>	<p>People who help us</p> <p>Books:</p> <p>Dentist:</p> <ul style="list-style-type: none"> - Going to the dentist - Usborne First Experiences - Pony brushes his teeth - Michael Dahl - The tooth book - Edward Miller - Alan's Big scary teeth - Jarvis - Pete the Cat and the lost tooth - James Dean <p>Police:</p> <ul style="list-style-type: none"> - Police officers on patrol - Kersten Hamilton - I'm afraid your teddy is in trouble today - Jancee Dunn - The detective Dog - Julia Donaldson - Police Officer - Twinkl <p>Fire brigade:</p> <ul style="list-style-type: none"> - Charlie the Firefighter - Twinkl - Emergency - Margaret Mayo - Animal Firefighters - Sharon Rentta <p>Ambulance/Hospital:</p> <ul style="list-style-type: none"> - Dear Daisy Get well soon - Maggie Smith - Look inside a hospital - Usborne - Emma's question - Catherine Urdahl - Awesome Ambulances - Tony Mitton - Do I have to go to Hospital? - Pat Thomas <p>Other people:</p> <p>Based on children's interests</p> <p style="text-align: center;">Forces (N/R)</p>



	- Oi Frog! By Kes Gray Humans (N/R)					
School trips/LO TC	Father Norbert to visit - welcome service	Nativity performance	Birthday party Our local church Wedding ceremony	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>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>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>Diwali Nativity performance</p> <p>Building the Kingdom: The Common Good Participation Promoting Peace Solidarity</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>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: Participation Promoting Peace Distributive Justice</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 Know and understand:</p> <ul style="list-style-type: none"> We can make friends – Explore Jesus had good friends; what Jesus tells us about friendship – Reveal <p>Acquire the skills of assimilation, celebration and application of the above – Respond</p> <p>Easter</p> <p>Building the Kingdom: Subsidiarity Participation Promoting Peace The Common Good</p>	<p>Islam/Judaism/ Building the Kingdom: Subsidiarity Participation Promoting Peace</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>
CAL	<p>- Sitting on the carpet, maintaining attention, sitting quietly</p> <p>- Introduced storyline or narrative into their play</p> <p>- Retell stories with puppets</p> <p>Development matters 2021: Understand how to listen carefully and why listening is important.</p>	<p>- Two-channelled attention – can listen and do for short span</p> <p>- Responds to instructions involving a two-part sequence</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>- Listens and responds to ideas expressed by others in conversation or discussion</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>- Able to follow a story without pictures or props</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>- Respond appropriately to what others say, while engaged in another activity</p>	<p>- Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words</p> <p>- Retell a story</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>- Retell a story</p> <p>- Predict events in a story</p> <p>- Respond appropriately to what others say, while engaged in another activity</p> <p>- Answer ‘how’ and ‘why’ questions about experiences and stories or events</p> <p>- Use correct tenses when speaking</p>



	<p>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>	<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>	<p>- Responds to instructions involving a two-part sequence.</p> <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>	<p>- 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> <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>	<p>- 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> <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: Participation</p>	<p>- Develop own narratives and explanations by connecting ideas or events - Express themselves effectively, showing awareness of listeners' needs</p> <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>
<p>PD</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 	<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 	<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 	<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 	<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 	<ul style="list-style-type: none"> - Correct pencil grip - Fine motor skills activities to strengthen hands and fingers - Forming most letters correctly -Toileting independently



<p>- Races / chasing / riding bikes and scooters / climbing equipment (outside)</p> <p>Links to PSHE (Health & self-care)</p> <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>	<p>- Using tools</p> <p>Links to PSHE (Health & self-care)</p> <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: Human dignity Participation</p>	<p>- Races / chasing / riding bikes and scooters / climbing equipment (outside)</p> <p>- Using tools, construction and malleable materials (playdough) safely</p> <p>- Practices some appropriate safety measures without direct supervision</p> <p>Links to PSHE (Health & self-care)</p> <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 movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing</p> <p>Building the Kingdom:</p>	<p>- Races / chasing / riding bikes and scooters / climbing equipment (outside)</p> <p>- Eats a healthy range of foodstuffs and understands need for variety in food</p> <p>- Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health</p> <p>Links to PSHE (Health & self-care)</p> <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 physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good</p>	<p>- Races / chasing / riding bikes and scooters / climbing equipment (outside)</p> <p>- Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks</p> <p>- Shows understanding of how to transport and store equipment safely</p> <p>Links to PSHE (Health & self-care)</p> <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</p>	<p>- Dancing</p> <p>- Carrying heavy objects</p> <p>- Drumming</p> <p>- Races / chasing / riding bikes and scooters / climbing equipment (outside)</p> <p>Links to PSHE (Health & self-care)</p> <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.</p>
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	<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>sleep routine - being a safe pedestrian 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 movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing</p> <p>Building the Kingdom: Human dignity Participation</p>	<p>they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing</p> <p>Building the Kingdom: Human Dignity Participation</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>
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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>Jigsaw PSHE Scheme: Being Me in My World</p> <ul style="list-style-type: none"> • Self-identity • Understanding feelings • Being in a classroom • Being gentle • Rights and responsibilities <p>Life to the full scheme: 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>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>Jigsaw PSHE Scheme: Celebrating Difference</p> <ul style="list-style-type: none"> • Identifying talents • Being special • Families • Where we live • Making friends • Standing up for yourself <p>Life to the full scheme: I am Me</p> <ul style="list-style-type: none"> • We are each unique, with individual gifts, talents and skills. • Whilst we all have similarities because we are made in God's image, difference is part of God's plan! <p>Heads, Shoulders, Knees and Toes</p> <ul style="list-style-type: none"> • That their bodies are good and made by God • The names of the parts of the body (not genitalia) <p>Ready Teddy?</p> <ul style="list-style-type: none"> • That our bodies are good and we need to look after them • What constitutes a healthy lifestyle, including exercise, diet, sleep and personal hygiene <p>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:</p>	<ul style="list-style-type: none"> - Beginning to negotiate and solve problems without aggression - Play co-operatively <p>Jigsaw PSHE Scheme: Dreams and Goals</p> <ul style="list-style-type: none"> • Challenges • Perseverance • Goal-setting • Overcoming obstacles • Seeking help • Jobs • Achieving goals <p>Life to the full scheme:</p> <p>I Like, You Like, We All Like</p> <ul style="list-style-type: none"> • That we all have different 'tastes' (likes and dislikes), but also similar needs (to be loved and respected, to be safe etc) • That it is natural for us to relate to and trust one another <p>Good Feelings, Bad Feelings</p> <ul style="list-style-type: none"> • A language to describe their feelings • An understanding that everyone experiences feelings, both good and bad • Simple strategies for managing feelings <p>Let's Get Real</p> <ul style="list-style-type: none"> • Simple strategies for managing emotions and behaviour • That we have choices and these choices can impact how we feel and respond. • We can say sorry and forgive like Jesus 	<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>Jigsaw PSHE Scheme: Healthy Me</p> <ul style="list-style-type: none"> • Exercising bodies • Physical activity • Healthy food • Sleep • Keeping clean • Safety <p>Life to the full scheme:</p> <p>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>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>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 	<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>Jigsaw PSHE Scheme: Relationships</p> <ul style="list-style-type: none"> • Family life • Friendships • Breaking friendships • Falling out • Dealing with bullying • Being a good friend <p>Life to the full scheme:</p> <p>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>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>Feeling Poorly</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>Jigsaw PSHE Scheme: Changing Me</p> <ul style="list-style-type: none"> • Bodies • Respecting my body • Growing up • Growth and change • Fun and fears • Celebrations <p>Life to the full scheme:</p> <p>God Is Love</p> <ul style="list-style-type: none"> • That God is love: Father, Son and Holy Spirit • That being made in His image means being called to be loved and to love others <p>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.
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		<p>Subsidiarity Participation Promoting Peace Human dignity</p>	<p>Growing Up</p> <ul style="list-style-type: none"> • That there are natural life stages from birth to death, and what these are <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"> • The characteristics of positive and negative relationships • About different types of teasing and that all bullying is wrong and unacceptable <p>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>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"> • 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>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 non-emergency situations, as well as whilst waiting for an ambulance <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>	<p>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>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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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.</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"> - Fact files - Non fiction - 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"> - Non-fiction writing - 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.</p>	<ul style="list-style-type: none"> - Write their own stories - Poetry - Read and understand simple sentences - 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</p>



					<p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Building the Kingdom: Participation</p>	<p>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>
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>
UTW	<p>Scientist of the term: Aristotle - discovered the five senses</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>	<p>Scientist of the term: Robert Boyle an Irish chemist. Discovered there is air above us in the atmosphere.</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>	<p>Scientist of the term: Galileo Galileo – invented the first telescope.</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"> - 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. 	<p>Scientist of the term: Anders Celsius – invented temperature scales and divided into parts called degrees.</p> <p>Mardi Gras Make masks Festival</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? 	<p>Scientist of the term: Carl Linnaeus - discovered organising and classifying things, Lorenzo Langsthorst - discovered the beehive, Charles H Turner - discovered insects can hear and honeybees can recognise colours</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>Scientist of the term: Marie Curie - discovered radioactivity for x rays, Alexander Fleming - discovered Penicillin</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?



<p>- Draw maps of our bear hunt - Colour mixing and discussion of camouflage and hibernation. Experiment on hibernation.</p> <p>Autumn: - 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> <p>Development matters 2021: 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>Building the Kingdom: Human Dignity Solidarity</p>	<p>- Diwali – consider similarities and differences between the celebrations & religions, Diwa lamps, Mendhi patterns, Henna, Indian flag.</p> <p>Development matters 2021: 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>Building the Kingdom: Human Dignity Stewardship Participation</p>	<p>- Father Norbert to talk about events/services that happen at the church. - Visit our local church. - Discuss traditions linked to weddings</p> <p>Birthdays: - Look at children’s traditions when celebrating their birthday. - Bake cakes - Similarities and differences around the world</p> <p>Development matters 2021: 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>Building the Kingdom: Human Dignity Stewardship Participation Promoting Peace</p>	<p>-What happened to Jesus at Easter time?</p> <p>Development matters 2021: Understand the effect of changing seasons on the natural world around them. Describe what they see, hear and feel whilst outside. Explore the natural world around them.</p> <p>Building the Kingdom: Stewardship Participation Subsidiarity Promoting Peace</p>	<p>Development matters 2021: 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>Building the Kingdom: Stewardship Participation Subsidiarity Human Dignity</p>	<p>- Police car and station outside</p> <p>Hospital: - Who works at the hospital? - Why do we go to hospital? - Plastering for children to practise on dolls - Medical equipment to explore</p> <p>Fire service: - 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> <p>Development matters 2021: 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>Building the Kingdom: Stewardship Participation Subsidiarity</p>
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						Human Dignity
EAD	<p>Artist of the term: Da Vinci - Mona Lisa</p> <p>All about me: -face painting -observational drawing -painting names and decorating them -making their face with natural objects</p> <p>Five senses: - Explore senses – the five senses - Cutting/modelling with clay or play dough - scented playdough -smell pots -what’s in the box?</p> <p>Brown Bear, Brown Bear, What do you see? -Colour mixing -Experimenting with different textures</p> <p>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>Artist of the term: Jackson Pollock - fireworks art</p> <p>Christmas: - Christmas cards - Christmas decoration - Wrapping paper and tag -Christmas role play</p> <p>Bonfire night: - Bonfire night pictures - Sparklers -Campfire -Firework paintings</p> <p>Diwali: - Diwali lamps - Diwali paintings</p> <p>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>Artist of the term: Kandinsky - Colour and pattern</p> <p>Chinese New Year: - Stir fry cooking - Trying fortune cookies - Chinese lanterns -Explore Chinese numbers</p> <p>Birthdays: - Invitations - Baking cakes - Birthday cards - Guest list</p> <p>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>Artist of the term: Thomas - Springtime in Washington, Vincent Van Gogh - sunflowers</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>Artist of the term: Matisse - snail</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>Artist of the term: Marcel Duchamp – Junk modelling. Bottle rack.</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>

