



	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Themes	<u>Ourselves, our Homes, habitats and Autumn.</u> All about me. A Place to call Home. (<u>homes and habitats</u>) The Three Little pigs	<u>Stories, Celebrations and Christmas.</u> The Three Billy Goats Gruff. Celebrations. Christmas.	<u>Toys, winter & Cold places.</u> We're Going on a Bear Hunt. Toys. Toy story.	<u>Spring time</u> <u>Growing and changing.</u> Jack and the Beanstalk. The Very Hungry Caterpillar-life cycles. <u>Growing and changing.</u>	<u>Space and caring for our world.</u> Our Planet - Earth. Aliens - Aliens love underpants and other stories. <u>Caring for our planet.</u>	<u>The Beach, Seaside and Summer.</u> Sharks. Pirates.
Enhanced Role Play	Home of The Three Little Pigs Den building. Homes building. Home corner	The Troll's Bridge Diwali Chinese New Year Santa's grotto Role Play	Bear Cave. Role Play Den making. Obstacle course journey. Bears picnic.	The Giant's Castle Role Play Healthy Cafe: hungry caterpillars lunch. Role play castle Jack and the beanstalk.	Space Station. Role Play Spaceship. Space Rocket.	Pirate Island. Role Play Shipwreck. Pirate map and explore.
Possible enhancements to learning	Outdoor explore -Babies and homes /brick building	Outdoor explore - Bridge building Food/Cooking	Outdoor explore - Cave making Food/Cooking-	Outdoor explore - planting Food/Cooking-	Outdoor explore - Rocket building/spaceship building	Outdoor explore - Pirate treasure hunt/Pirate ship building

		Harvest	Nativity Visit to see font	Decorate Gingerbread Bears Visit to the church	Beans on Toast Visit Toy Museum	Food/Cooking- Decorate Star Biscuits Liturgy of the Word	Food/Cooking- Pirate fruit kebabs. Pirate storytelling in local places - outside areas/ field/ wildlife area/hut small playground/ convent garden/library/ chapel/ hall Pirate day.
3 Prim e Are as of Lear ning	Personal, Social and Emotional Development 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 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	TEN TEN Module 1: Created and Loved by God EYFS Module One: Created and Loved by God explores the individual. Rooted in the teaching that we are created by God out of love and for love, it helps children to develop an understanding of the importance of valuing	TEN TEN Module 1: Created and Loved by God EYFS Module One: Created and Loved by God explores the individual. Rooted in the teaching that we are created by God out of love and for love, it helps children to develop an understanding of the importance of valuing	TEN TEN Module 2: Created to Love Others EYFS Module 2: Created to Love Others explores the individual's relationship with others. Building on the understanding that we have been created out of love and for love, this Module explores how we take this	TEN TEN Module 2: Created to Love Others EYFS Module 2: Created to Love Others explores the individual's relationship with others. Building on the understanding that we have been created out of love and for love, this Module explores how we take this calling into our family, friendships and	TEN TEN Module 3: Created to Live in Community EYFS Module Three: Created to Live in Community explores the individual's relationship with the wider world. Here we explore how human beings are relational by nature and are called to love others in	TEN TEN Module 3: Created to Live in Community EYFS Module Three: Created to Live in Community explores the individual's relationship with the wider world. Here we explore how human beings are relational by nature and are called to love others in

<p>Their bodies are good and made by God</p> <p>The names of the parts of the body (not genitalia)</p> <p>Our bodies are good and we need to look after them</p> <p>What constitutes a healthy lifestyle, including exercise, diet, sleep and personal hygiene</p> <p>That we all have different 'tastes' (likes and dislikes), but also similar needs (to be loved and respected, to be safe etc</p> <p>That it is natural for us to relate to and trust one another</p> <p>A language to describe their feelings</p> <p>An understanding that everyone experiences feelings, both good and bad</p>	<p>themselves as the basis for personal relationships.</p>	<p>valuing themselves as the basis for personal relationships.</p>	<p>calling into our family, friendships and relationships, and teaches strategies for developing healthy relationships and keeping safe both online and in our daily lives.</p>	<p>relationships, and teaches strategies for developing healthy relationships and keeping safe both online and in our daily lives.</p>	<p>the wider community through service, through dialogue and through working for the Common Good. In Life to the Full Plus, an introduction to careers and money is also explored, underpinned by the religious understanding that our true purpose and value comes from God.</p>	<p>the wider community through service, through dialogue and through working for the Common Good. In Life to the Full Plus, an introduction to careers and money is also explored, underpinned by the religious understanding that our true purpose and value comes from God.</p>
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<p>Simple strategies for managing feelings</p> <p>That we have choices and these choices can impact how we feel and respond</p> <p>We can say sorry and forgive like Jesus</p> <p>That there are natural life stages from birth to death, and what these are - typically naming baby, child, adult</p>						
<p>British Values</p> <p>Democracy: making decisions together:</p> <ul style="list-style-type: none"> ✓ Encourage children to see their role in the bigger picture, encouraging children to know their views count, value each other's views and values and talk about their feelings. Demonstrate democracy in action, for example, children sharing views on what the theme of their role play area could be with a show of hands. ✓ Provide activities that involve turn-taking, sharing and collaboration. Children will be given opportunities to develop enquiring minds in an atmosphere where questions are valued. <p>Rule of law: understanding rules matter</p> <ul style="list-style-type: none"> ✓ Ensure that children understand their own and others' behaviour and its consequences, and learn to distinguish right from wrong. ✓ Collaborate with children to create the rules and the codes of behaviour e.g. to agree the rules about tidying up <p>Individual liberty: freedom for all</p> <ul style="list-style-type: none"> ✓ Children will develop a positive sense of themselves. Provide opportunities for children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities, for example through allowing children to take risks. ✓ Offer a range of experiences that allow children to explore the language of feelings and responsibility, reflect on their differences and understand we are free to have different opinions. 						

		<p>Mutual respect and tolerance: treat others as you want to be treated</p> <ul style="list-style-type: none"> ✓ Create an ethos of inclusivity and tolerance where views, faiths, cultures and races are valued and children are engaged with the wider community. To know about similarities and differences between themselves and others and among families, faiths, communities, cultures and traditions and share and discuss practices, celebrations and experiences ✓ To encourage and explain the importance of tolerant behavior such as sharing and respecting other's opinions ✓ Promote diverse attitudes and challenge stereotypes, e.g. sharing stories that reflect and value the diversity of children's experiences and providing resources and activities that challenge gender, cultural and racial stereotyping.
<p>Physical Development</p>	<p>Physical Key skills</p>	<p>Managing own personal hygiene; toileting and handwashing.</p> <p>Understanding what contributes towards a healthy lifestyle.</p> <p>Developing independence putting coats/ shoes/ changing to put PE kits on.</p> <p>Develop hand-eye coordination.</p> <p>Provide a range of activities and everyday tasks to develop fine motor skills: funky fingers, pencil and scissor control following simple patterns.</p> <p>Letter formation using different materials and textures.</p> <p>Gaining control of their bodies moving spontaneously and negotiating the space and objects around them indoors and outdoors.</p> <p>Building and balancing small and large construction resources indoors and outdoors.</p> <p>Developing increasing control when throwing catching and retrieving</p> <p>Gaining control of their bodies moving spontaneously and negotiating the space and objects around them indoors and outdoors.</p> <p>Sports day practice: games.</p> <p>Safety in the sun.</p>
<p>Communication and Language</p>		<p>Listening skills/ show interest in sounds.</p> <p>Learning to speak with confidence when sharing ideas in discussion and talking to other children.</p> <p>Developing vocabulary associated with age related expectations/ topics and themes.</p> <p>Use language during play to imitate different roles.</p> <p>Learn to listen to others with increasing attention and respond in appropriate ways; comments, questions or actions.</p> <p>Following instructions by listening to others.</p> <p>Develop speaking skills; organise talk so it makes sense and sequence ideas.</p> <p>Answering 'how' and 'why' questions.</p> <p>Speaking.</p> <p>Children will be exposed to and learn a range of new vocabulary.</p> <p>Children will be provided with experiences and discussion which reflect the vocabulary being used. Children will be encouraged to ask questions throughout the day.</p> <p>Children will be taught to articulate their thinking in well formed sentences.</p> <p>Adults will regularly model and plan for talk throughout the day.</p> <p>Children will be able to extend and connect ideas using range of connectives.</p>

		<p>Children should be able to sequence and describe key events and experiences.</p> <p>Children be taught and have opportunities to use talk in a range of contexts.</p> <p>Children will be encouraged to use a range of social phrases when engaging in talk with others.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present, and future tenses and making use of conjunctions, with modelling and support from their teacher.</p> <p>Listening.</p> <p>Children will be made aware of what good listening looks like and why it is important to listen to others. Children will develop their listening skills through Phase 1 phonics.</p> <p>Children will listen attentively in a range of contexts.</p> <p>Understanding.</p> <p>Children will engage in book talk sessions in order to develop their understanding of texts.</p> <p>Children will have opportunities to listen to a range of texts every day.</p> <p>Children will have opportunities to retell and sequence familiar stories.</p> <p>Children will engage in regular singing sessions to develop an understanding of rhythm and rhyme. Children will have opportunities to learn and develop their knowledge of poetry and rhyme.</p> <p>Children will engage and read a range of non-fiction texts.</p> <p>Children will respond to what they hear with relevant comments, questions and actions when being read to in group or whole class.</p> <p>Children will be able to answer questions to clarify understanding.</p> <p>Children will be able to hold a conversation when engaged in back and forth exchanges with adults and peers.</p>
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<p>4 Specific Areas of Learning</p>	<p>Literacy Phonics</p>	<p>Recognise your own name. Trace / Copy your own name. Join in with stories, rhymes and songs. Learn to continue a rhyming string. Telling stories using pictures. Mark making as letters are introduced in phonics.</p> <p>Children handle equipment and tools effectively,</p>	<p>Recognise your own name. Copy your own name. Join in with stories, rhymes and songs. Mark making, forming letters/drawing. Begin to explore fiction and nonfiction texts. Sequence pictures from familiar stories. Christmas cards, letters to Santa, lists.</p>	<p>Write your own name independently. Begin to use phonic knowledge to write simple words. Select books independently and retell your own stories. Writing a message to the bear! Explore non-fiction texts: contents and index.</p>	<p>Write your own name independently. Hearing sounds as they write. Links sounds to letters when writing. Reading simple words independently, attempting to link words and read a statement.</p> <p>Children begin to write simple sentences which can be read by themselves and others.</p>	<p>Writing statements and sentences with meaning - spelling words phonetically. Labels pictures independently. Reading focus- Enjoys a range of different texts. Read words and sentences for meaning.</p> <p>Children begin to write simple sentences which can be read by themselves and others.</p>	<p>Writing focus- Write a short sentences with meaning - spelling words phonetically demonstrating awareness of punctuation. Enjoys a range of different texts. Read words and sentences for meaning. Children write simple sentences which can be read by themselves and others.</p>
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	<p>including pencils for writing. Children write in print. They trace over modelled writing and copy under trying to form letters correctly. Adults read these words to them.</p> <p>Children will engage in adult led sessions to support the formation of lower case and capital letters.</p>	<p>Children handle equipment and tools effectively, including pencils for writing.</p> <p>Children write in print. They trace over modelled writing and copy under trying to form letters correctly. Adults read these words to them.</p> <p>Children will engage in adult led sessions to support the formation of lower case and capital letters.</p>	<p>trace and copy under to write simple sentences.</p> <p>Children have a go at writing their own simple sentences which can be read by themselves and others.</p> <p>Children will begin to use finger spaces in their writing.</p> <p>Children will begin to use a capital letter and full stop.</p>	<p>others.</p> <p>Children will begin to use finger spaces in their writing.</p> <p>Children will begin to use a capital letter and full stop.</p>	<p>Spell words by orally segmenting and recording the graphemes that match what they hear.</p> <p>Children will engage in adult led sessions to support the oral construction of simple sentences.</p> <p>Children will begin to add record phases and sentences containing taught GPCs.</p> <p>Children will write using letter sounds they know.</p>	<p>Spell words by orally segmenting and recording the graphemes that match what they hear.</p> <p>Children will engage in adult led sessions to support the oral construction of simple sentences.</p> <p>Children will begin to add record phases and sentences containing taught GPCs.</p> <p>Children will write using letter sounds they know.</p> <p>Children will be supported by an adult to re-read what they have written to check it make sense</p>
	Phase 1 Phase 2	Phase 2	Phase 2 Phase 3	Phase 2 Phase 3	Phase 3 Phase 4	Phase 3 Phase 4
Numeracy	Learning a number a week in depth - representation, addition, subtraction, doubling, halving.		Continue to focus on learning a number a week in depth - representation, addition, subtraction, doubling, halving.		Continue to focus on learning a number a week in depth - representation, addition, subtraction, doubling, halving.	

	<p>Number rhymes and stories. Say and use numbers in everyday activities. Recites numbers in order. Matching and sorting objects. Counts and names objects. Recognising numbers 1 to 10. Begins to add items together and take away. Records numbers. Uses names for shapes. Orders 2/3 items in order. Creates patterns. Orders and sequences events</p> <p>LINK WHITE ROSE</p> <p>Well I'm not going so don't I I'm going back down I won't be going for a little while</p> <p><u>Maths resources for teachers White Rose Maths</u></p> <p>I can subitise to 3.</p> <p>I can recognise numbers to 5.</p> <p>I can represent 1-5 on fingers, on a five frame and with objects.</p> <p>I can discuss composition of numbers to 3, showing some automatic recall of number facts.</p> <p>I can show accuracy when counting a group of up to 5 objects.</p> <p>I can begin to recite numbers to 20 confidently.</p> <p>I can count back from 10.</p>	<p>Problem solving, fluency, reasoning language.</p> <p>Number rhymes and stories. Say and use numbers in everyday activities. Recites numbers in order. Matching and sorting objects. Counts beyond 20 and back and orders. Says 1 more/ fewer. Counts past 20 objects and matches the number card. Knows one more and one less to 10. Compares two familiar numbers, able to say which is more/ fewer and say a number that lies between them. Knows odd and even numbers. Begin to understand and use ordinal numbers in different contexts. Start to use number sentences to record calculations. Uses everyday language related to time and know hour. Use language related to money; to know values 1p 2p. Capacity/ weight/ shape & space / positional language.</p> <p>Measures short periods of time in simple ways.</p> <p>Creates patterns. Orders and sequences events.</p> <p>LINK WHITE ROSE</p> <p><u>Maths resources for teachers White Rose Maths</u></p> <p>I can understand that 'zero' and the numeral '0' represents 'nothing'.</p>	<p>Problem solving, fluency, reasoning language.</p> <p>Number rhymes and stories. Say and use numbers in everyday activities. Recites numbers in order. Matching and sorting objects. Counts beyond 20 and back and orders. Says 1 more/ fewer. Becomes aware of where numbers are placed on a number track/100 square. Counts past 20 objects and matches to number card. Knows one more and one less to 10. Counts in 2's, 5's and 10's. Compares two familiar numbers, able to say which is more/ less and say a number that lies between them. Knows odd and even numbers. Begin to understand and use ordinal numbers in different contexts. Uses =, +, - in a number sentence to record calculations. Uses everyday language related to time and know hour, half past and $\frac{1}{4}$ past/to. Use language related to money; to know values 1p 2p. Capacity/ weight/ shape & space / positional language.</p> <p>Measures short periods of time in simple ways.</p> <p>Creates patterns. Orders and sequences events.</p> <p>LINK WHITE ROSE</p> <p><u>Maths resources for teachers White Rose Maths</u></p> <p>I can understand that 'zero' and</p>
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	<p>I can compare groups of objects up to 3.</p> <p>I can understand the term equal when comparing two groups of objects.</p> <p>I can demonstrate understanding of the cardinality when counting objects.</p> <p>I can show an understanding of one more and one less with numbers up to 5.</p> <p>I can use comparative language like taller, shorter, the same and compare items according to these criteria.</p> <p>I can start to identify shapes in the environment- circles, triangles and 4 sided shapes. I can begin to talk about night and day and order key events in my own daily routine.</p> <p>I can recite the days of the week.</p> <p>I can recognise and talk about simple patterns.</p> <p>I can begin to use positional language such as above, below, under, over, behind, in front of, next to, in and on.</p> <p>I can match and sort objects based on their properties such as size, colour, shape, etc.</p> <p>.</p>	<p>I can discuss composition of numbers to 5, showing some automatic recall of number facts.</p> <p>I can understand there are different ways to make numbers up to 10.</p> <p>I can recognise numbers up to 10.</p> <p>I can count an irregular arrangement of up to ten objects.</p> <p>I can begin to explore number bonds to 10. I can subitise to 4.</p> <p>I can use the language of 'more', 'fewer' and 'equal' to compare two sets of objects</p> <p>I can find the total number of items in two groups by counting all of them and starting to use 'counting on'. I can recite numbers to 20. I can understand 'one more' and 'one less' to numbers up to 10.</p> <p>I can begin to show some understanding of doubling.</p> <p>I can show an understanding of yesterday, today and tomorrow.</p> <p>I can experiment with length, height, capacity and use my findings to order and group items.</p> <p>I can order and sequence important times in my day and use language such as now, before, later, soon, after, then and next.</p> <p>I can recall names for 2D and 3D shapes and begin to use some of the terms to describe their properties.</p>	<p>the numeral '0' represents 'nothing'.</p> <p>I can discuss composition of numbers to 5, showing some automatic recall of number facts.</p> <p>I can understand there are different ways to make numbers up to 10.</p> <p>I can recognise numbers up to 10.</p> <p>I can count an irregular arrangement of up to ten objects.</p> <p>I can begin to explore number bonds to 10. I can subitise to 4.</p> <p>I can use the language of 'more', 'fewer' and 'equal' to compare two sets of objects</p> <p>I can find the total number of items in two groups by counting all of them and starting to use 'counting on'. I can recite numbers to 20. I can understand 'one more' and 'one less' to numbers up to 10.</p> <p>I can use everyday language to discuss length, size, height, weight, time, position and capacity and use this language to make simple observations.</p> <p>I can understand and use some mathematical language to describe 2D and 3D shapes with support.</p> <p>I know some common 2D and 3D shapes.</p> <p>I can create, copy and continue a simple pattern and some more complex patterns.</p>
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			I can begin to explore more complex patterns.		I can select, rotate and manipulate shapes in order to develop spatial reasoning skills.
Understanding of the World	<p>The World- Relating to everyday children's visits /holidays and what they notice about different places ..far /near-how they travel and what they see.</p> <p>Signs of Autumn. Materials - Magnets Habitats-ours! Under the sea Bug Hotel Homes around the world Develop positive attitudes about the differences between people.</p> <p>Talk about what they like about their immediate environment and how environments may vary from one to another.</p>	<p>The World- Relating to everyday children's visits /holidays and what they notice about different places ..far/near-how they travel and what they see.</p> <p>Signs of Winter. Festivals: Diwali, Bonfire night, Christmas Christmas in other countries Have experience of looking at Atlases and world globes. Recognise and name two or more local features. Explore the natural world around them in Forest School.</p> <p>Talk about what they see using subject specific vocabulary. Begin to understand the need to respect and care for the natural environment and all living things.</p>	<p>The World- Relating to everyday children's visits /holidays and what they notice about different places ..far/ near-how they travel and what they see.</p> <p>Weather / rain /snow cycle - ice Festivals: Chinese new year, Shrove Tuesday Bear Hunt different locations /Weather Cold places - maps</p> <p>Know that there are different countries in the world. Recognise and talk about similarities and differences they have experienced or seen in photos.</p> <p>Recognise that different plants and animals grow in different parts of the world.</p> <p>Understand and talk about parts of the world being hotter or colder. Identify England, Arctic, Antarctica and Africa on a globe/atlas with support. Point to where the United Kingdom is on</p>	<p>The World- Relating to everyday children's visits /holidays and what they notice about different places ..far/near -how they travel and what they see.</p> <p>Signs of spring. Growth/ new life. Life Cycles Handas surprise -Hot places - maps</p> <p>Know that there are different countries in the world. Recognise and talk about similarities and differences they have experienced or seen in photos.</p> <p>Recognise that different plants and animals grow in different parts of the world.</p> <p>Understand and talk about parts of the world being hotter or colder. Identify England, Arctic, Antarctica and Africa on a globe/atlas with support. Point to where the United Kingdom is on</p>	<p>The World- Relating to everyday children's visits /holidays and what they notice about different places ..far/near -how they travel and what they see.</p> <p>Space- Earth - caring for the Earth and looking at maps / globe The Moon Other Planets</p> <p>Know that the capital city of England is London. Talk about the local environment using geographical vocabulary.</p> <p>Use geographical vocabulary when looking at physical features of different landscapes.</p> <p>Understand what maps are used for and why we have maps.</p> <p>Follow a simple map, as a group, to help find objects/features around school.</p>

	<p>Have experience of looking at Atlases and world globes. Recognise and name two or more local features. Explore the natural world around them in Forest School.</p> <p>Talk about what they see using subject specific vocabulary. Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Can match clothing/objects to hot and cold weather. Can describe themselves, other objects and landmarks using relative positions.</p> <p>History Relating to everyday past happenings in their life.</p> <p>Talks in detail about family, identifies relationships within the family and recognises the difference between self now and as a baby.</p> <p>Talks about significant events in their own life.</p> <p>Building up knowledge of key historical events through topics, stories, community events e.g. bonfire night, Remembrance Day.</p>	<p>Can match clothing/objects to hot and cold weather. Can describe themselves, other objects and landmarks using relative positions.</p> <p>History Relating to everyday past happenings in their life.</p> <p>Talks in detail about family, identifies relationships within the family and recognises the difference between self now and as a baby.</p> <p>Talks about significant events in their own life.</p> <p>Building up knowledge of key historical events through topics, stories, community events e.g. bonfire night, Remembrance Day.</p>	<p>world being hotter or colder. Identify England, Arctic, Antarctica and Africa on a globe/atlas with support. Point to where the United Kingdom is on a globe or atlas. Identify that certain UK animals live in certain habitats/environments.</p> <p>Understand the effect of changing seasons on the natural world around them.</p> <p>Identify key signs/images for each season.</p> <p>History Relating to everyday past happenings in their life.</p> <p>I can remember and talk about significant events in my own experience.</p> <p>I can understand the difference between past and present and are looking at old and New relating to past.</p> <p>I can talk about different people and begin to talk about their roles within our society.</p>	<p>a globe or atlas. Identify that certain UK animals live in certain habitats/environments.</p> <p>Understand the effect of changing seasons on the natural world around them.</p> <p>Identify key signs/images for each season.</p> <p>History Relating to everyday past happenings in their life.</p> <p>Mother Teresa</p> <p>I can understand the difference between past and present and are looking at old and New relating to past.</p> <p>I can talk about different people and begin to talk about their roles within our society.</p>	<p>objects/features around school.</p> <p>Record what they see in the natural world around them through diagram and drawings.</p> <p>History Relating to everyday past happenings in their life.</p> <p>I can recognise and describe special times or events for family or friends.</p> <p>I can compare and contrast characters from stories, including figures from the past.</p> <p>I can comment on images of familiar situations in the past and how they might be different from today.</p> <p>Lighthouses</p> <p>Lifeboats</p> <p>No Electricity!</p>	<p>Record what they see in the natural world around them through diagram and drawings.</p> <p>History Relating to everyday past happenings in their life.</p> <p>I can compare and contrast characters from stories, including figures from the past.</p> <p>I can comment on images of familiar situations in the past and how they might be different from today.</p> <p>Lighthouses</p> <p>Lifeboats</p> <p>No Electricity!</p>

		baby. Talks about significant events in their own life. Our own History	Gun Powder plot	different people and begin to talk about their roles within our society. Toys in the past		Landing on the Moon	
Expressive Arts and Design	<p>Painting/ modelling Shades of pink Clay/playdough Collage</p> <p>Access Art - How can we explore colour? Exploring colours and colour mixing and how colours make us feel.</p> <p>Myself Autumn/leaves/Bugs</p> <p>Music: finding a voice (singing songs with confidence for Harvest. Exploring instruments to help tell a story Singing songs linked to topic. Experiments with a range of percussion instruments. Joins in with</p>	<p>Firework pictures. Leaf art. Clay/playdough Collage</p> <p>Access Art - How can we explore materials and marks? Transforming surfaces around us using line, colour and shape.</p> <p>Music: learn Christmas songs and firework rhymes. Singing songs linked to topic. Experiments with a range of percussion instruments. Joins in with singing in a familiar</p>	<p>Chinese writing/ Chinese new year crafts (lanterns). Shades of brown Clay/playdough Collage</p> <p>Access Art - How can we use our bodies to make art? Encouraging children to explore how they can engage with the world and materials through their bodies and senses ? Using particular colours to paint pictures - eg. Green for a tree, brown for certain animals etc.</p> <p>Experiments with a range of percussion instruments. Joining materials using, selotape, glue and split pins with support Learn and understand how to mix paints to make certain colours.</p> <p>Choosing and Using different materials for different effects. Using different cut of materials / papers to</p>	<p>Mother's day cards. Clay/playdough Collage with natural materials</p> <p>Access Art - How can we use our imaginations? Encouraging children to nurture their imaginations, build confidence in their instinct, intuition, sense of self and ability.</p> <p>Joining materials using, selotape, glue and split pins with support Learn and understand how to mix paints to make certain colours.</p> <p>Choosing and Using different materials for different effects. Using different cut of materials / papers to make a simple</p>	<p>Colour mixing. Printing</p> <p>Access Art - How can we explore 3D materials? Open-ended exploration of materials whilst developing dexterity and imagination</p> <p>Flowers Spring Time Have a go at drawing an object from observation Printing independently to create a pattern or image</p> <p>Evaluate and adapt their buildings with support, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively sharing ideas, resources and skills.</p>	<p>Father's day cards. Clay/playdough Collage Colour mixing; textured paint.</p> <p>Access Art - How can we build worlds? Transforming everyday materials into something new.</p> <p>Beach Seaside Have a go at drawing an object from observation Printing independently to create a pattern or image</p> <p>Create collaboratively sharing ideas, resources and skills.</p>	

	<p>singing in a familiar group.</p> <p>Knows a number of familiar songs.</p> <p>Explores different ways to move and dance.</p> <p>Respond to what they have heard, expressing their thoughts and feelings</p> <p>I can sing to myself and make up simple songs.</p> <p>I can enjoy joining in with dancing and ring games.</p> <p>I can begin to move rhythmic ally.</p> <p>I can imitate movement in response to music.</p> <p>I can tap out simple repeated rhythms.</p>	<p>group.</p> <p>Knows a number of familiar songs.</p> <p>Explores different ways to move and dance.</p> <p>Respond to what they have heard, expressing their thoughts and feelings</p> <p>I can sing to myself and make up simple songs.</p> <p>I can enjoy joining in with dancing and ring games.</p> <p>I can begin to move rhythmically.</p> <p>I can imitate movement in response to music.</p> <p>I can tap out simple repeated rhythms.</p>	<p>make a simple image.</p> <p>Music: exploring instruments: louder/quieter, faster/slower.</p> <p>Singing songs linked to topic.</p> <p>I can develop preferences for forms of expression.</p> <p>I can use movement to express feelings.</p> <p>I can create movement in response to music.</p> <p>I can sing in a group or on my own, increasingly matching the pitch and following the melody.</p> <p>I can begin to recite well known poems.</p> <p>I can explore and engage in music making and dance, performing solo or in groups.</p>	<p>image.</p> <p>Music: learn about rhythm and pulse in songs.</p> <p>Singing songs linked to topic.</p> <p>I can develop preferences for forms of expression.</p> <p>I can use movement to express feelings.</p> <p>I can create movement in response to music.</p> <p>I can sing in a group or on my own, increasingly matching the pitch and following the melody.</p> <p>I can begin to recite well known poems.</p> <p>I can explore and engage in music making and dance, performing solo or in groups.</p> <p>Using particular colours to paint pictures - eg. Green for a tree, brown for certain animals etc.</p> <p>Joining materials using, selotape, glue and split pins with support Learn and understand how to mix paints to make certain colours.</p> <p>Choosing and Using different materials for different effects. Using different cut of materials / papers to make a simple image.</p>	<p>Music: recording music making using ICT i pads.</p> <p>Singing songs linked to topic.</p> <p>Sing a range of well known nursery rhymes and songs;</p> <p>Perform songs, rhymes, poems and stories with others, and - when appropriate - try to move in time with music.</p>	<p>Music: making up compositions.</p> <p>Singing songs linked to topic.</p> <p>Sing a range of well known nursery rhymes and songs;</p> <p>Perform songs, rhymes, poems and stories with others, and - when appropriate - try to move in time with music.</p> <p>Have a go at drawing an object from observation Printing independently to create a pattern or image</p> <p>Evaluate and adapt their buildings with support, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively sharing ideas, resources and skills.</p>
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Religious Education RED	Creation and Covenant <p>'The heavens are telling the glory of God' (Ps 19:1).</p> <p><i>In this branch, pupils will encounter the God who creates and calls a people. They will explore revelation of the Christian belief that all that is comes from God, the Creation accounts in Genesis, and scientific explanations of the process of Creation. They will explore the call of God and his covenantal relationship with his people first through Abraham</i></p>	Prophecy and Promise <p>"In many and various ways, God spoke to our ancestors by the prophets" (Heb 1:1).</p> <p>The prophets speak of God reaching to his people, calling them back into a relationship with him.</p> <p><i>In this branch, pupils will explore the Christian understanding of the teaching of the prophets as they point to the fulfilment of God's promise in a messiah, Jesus Christ. They will explore the</i></p>	Galilee to Jerusalem <p>'God's only Son, who is at the Father's side, has made him known' (Jn 1:18).</p> <p><i>In this branch, pupils across the school will experience the ministry of Jesus, the Word of God. They will learn about the life of Jesus and his revelation of the Kingdom of God through parables, encounters, miracles, and teachings.</i></p> <p><i>They will learn about the call of the disciples and the nature of being a follower of Jesus.</i></p>	Dessert to Garden <p><i>Christ died for our sins in accordance with the scriptures, and that he was buried, and that he was raised on the third day' (1 Cor 15:3).</i></p> <p><i>In this branch, pupils will study the season of Lent and its culmination in the events of Holy Week. They will learn about the Paschal Triduum at the heart of the Catholic Church's Liturgy and life. The title of this branch points both to the liturgical journey from the desert of Lent to the garden of Resurrection, but</i></p>	To the ends of the Earth <p>'Go, therefore and make disciples of all nations, baptising them in the name of the Father and of the Son and of the Holy Spirit' (Mt 28:19).</p> <p><i>In this branch, pupils will study the events that flowed from the Resurrection and Ascension in the coming of the Holy Spirit and the work of the apostles and early Church. They will also learn about the Catholic Church today as the apostolic Church and how its liturgy and structures flow from the early Church.</i></p>	Dialogue and encounter <p><i>In the Early Years curriculum, the first principles of dialogue are laid out to understand how to listen when others speak, develop attitudes of respect, and embrace similarities and differences. Many children will begin to encounter Christianity for the first time. They will learn about some of the religious and secular times that are part of British cultural life, for example, the importance of Diwali in some</i></p>

	<p>and Moses, then through the narrative of the Old Testament.</p>	<p>expectant waiting for the Messiah through the Advent season and how this speaks to Christians today as they wait for Christ. Pupils will encounter the story of the nativity of Jesus and the mystery of the incarnation.</p>		<p>also to the Paschal journey from darkness to light.</p>		<p>Dharmic traditions or Remembrance Day. Developing these behaviours and understandings forms part of good Early Years provision. These opportunities will happen across the year, not only in the summer term alongside a broad sensory curriculum where children learn about the music, food, smells, tastes, and types of clothing worn to enrich their understanding of different religious and cultural traditions. Teachers should also use visitors to the school (where possible), create spaces for children to talk about their</p>
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beliefs and religious practices with each other, and begin to understand what it means to be a good neighbour. Children should have opportunities to speak about their experiences and understandings of religion and spirituality in a local context as part of the community they encounter each day. Throughout their time in Early Years, children should experience diverse representations of Christianity to appreciate that it is a global faith. In learning about Jesus, children could begin to understand that Jesus lived in

							<p><i>the past in a place called Nazareth in Palestine. Children should begin to understand that Jesus would have looked and dressed like everyone else in Palestine at that time and would have had brown skin and dark hair.</i></p> <p><i>Re-imagined historical images from the time of Jesus (e.g., Nazareth Village website) could help deepen this appreciation.</i></p>
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ICT	Use of I pads to enhance learning in Maths / English and other areas of the curriculum.	Use of I pads to enhance learning in Maths / English and other areas of the curriculum.	Use of I pads to enhance learning in Maths / English and other areas of the curriculum.	Use of I pads to enhance learning in Maths / English and other areas of the curriculum. Use computers and familiarise with keyboard and mouse.	Use of I pads to enhance learning in Maths /English and other areas of the curriculum. Use computers and familiarise with keyboard and mouse.	Use of I pads to enhance learning in Maths / English and other areas of the curriculum. Use computers and familiarise with keyboard and mouse.
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