



**CURRICULUM OVERVIEW – Reception**

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>Inclusion</b>						
<b>Living and Growing in Christ</b>						
	<b>Kindness</b>	<b>Resilience</b>	<b>Respect</b>	<b>Self-belief</b>	<b>Diversity</b>	<b>Honesty</b>
Topic and book focus	All About Me! Peace at Last and other stories from this set. Anthony Browne My Dad ,My Mum, My Brother Alfie stories by Shirley Hughes	<b>Journeys</b> Brown Bear,Brown bear <b>Whatever Next!,</b> On the way home Leaf Man	<b>Traditional Tales</b> Goldilocks The Gingerbread Man	<b>Growing</b> Jack and the Beanstalk Jim and the Beanstalk Jasper's Beanstalk	<b>Minibeast Madness</b>  The Hungry Caterpillar What the ladybird Heard	The Seaside and creatures in and under the sea The lighthouse keeper stories Polar Bear.Polar Inside the Arctic The Rainbow Bear
Real life experience:	Welcome Fireworks	Pantomine/theatre Nativity production to parents	Visit to the local library	Visit from local dentist -keeping teeth healthy	Visit to local church Reception Liturgy St Mary	Bocketts Farm
Events, Celebrations & Fundraising:	Harvest Festival, Diwali, Advent & Christmas, Christmas Jumper Day, Christmas production		Chinese New Year,Valentine's Day , World Book Day , Easter ,St Patricks day St Georges Day		Sports day	
Writing	Baseline assessment Name writing Family names	Segmenting cvc word Passports Brown Bear books	Lists,instructions ,sorry letter ,wanted poster	Diary, thank you letter.instructions Simple punctuation	Life cycle writing. Minibeast hunt I can books. Create own information books	Consolidate sentence writing, instructions Holiday lists
Reading /Phonics					Sentence writing	

	Little Wandle	Little Wandle	Little Wandle	Little Wandle	Little Wandle	Little Wandle
<b>Communication and Language</b>	<p><b>Book Focus:</b> Anthony Browne Family books</p> <p><b>Story/topic focus:</b></p> <p><b>Skill:</b> - Developing listening and attention through listening to stories. - Extending vocabulary through describing events, organise thinking. - Following conversations, listen and respond to each other . Introduce talking partners.</p> <p><b>Vocab:</b> Family names and roles</p>	<p><b>Book Focus:</b> Whatever next? On the way Home Astro Girl</p> <p><b>Story/topic focus:</b> Space</p> <p><b>Skill:</b> - Developing listening and attention through listening to stories - Extending vocabulary: space, planets, sun, moon - Develop confidence in retelling stories with greater detail. - Develop listening skills. - Increase confidence to share ideas in class discussions.</p> <p><b>Vocab:</b> space, planets, planet names, orbit, earth, sun, moon</p>	<p><b>Book Focus:</b></p> <p><b>Story/topic focus:</b> Goldilocks, The Gingerbread Man</p> <p><b>Skill:</b> - Developing listening and attention through listening to stories - Extending vocabulary: - Develop confidence in retelling stories with greater detail. - Develop listening skills. - Increase confidence to share ideas in class discussions. - Increase ability to hold back and forth conversations. - To be able to confidently and correctly retell stories in the correct order. To know what a traditional tale is</p> <p><b>Vocab:</b> traditional tales vocab,character ,hot seating</p>	<p><b>Book Focus:</b> Jack and the Beanstalk, Jim and the Bean stalk. Jasper’s Beanstalk</p> <p><b>Story/topic focus:</b></p> <p><b>Skill:</b> - Developing listening and attention through listening to stories - Extending vocabulary: - Develop confidence in retelling stories with greater detail. - Develop listening skills. - Increase confidence to share ideas in class discussions. - Increase ability to hold back and forth conversations. - To be able to confidently and correctly retell stories in the correct order. - Extend attention and engagement</p>	<p><b>Book Focus:</b> The Hungry Caterpillar The Very Angry Ladybird Aah Spider Mad About Minibeasts</p> <p><b>Story/topic focus:</b> Growing,</p> <p><b>Skill:</b> - Developing listening and attention through listening to stories - Extending vocabulary. - Develop confidence in retelling stories with greater detail. - Develop listening skills. - Increase confidence to share ideas in class discussions. - Increase ability to hold back and forth conversations. - To be able to confidently and</p>	<p><b>Book Focus:</b> I the Lighthouse Keeper’s series Polar Bear Polar Bear What do you Hear</p> <p><b>Story/topic focus:</b></p> <p><b>Skill:</b> - listen attentive and respond with relevant questions -make comments about what they have heard and ask questions to clarify meaning. - hold conversations when engaged in back and forth exchanges - participate in discussions, whole class, small groups and one to one. - express own ideas and thoughts - offer explanations as to why things might happen</p> <p><b>Vocab:</b></p>

				<p>when talking about a topic.</p> <ul style="list-style-type: none"> <li>- To know what a traditional tale is.</li> </ul> <p><b>Vocab:</b> traditional tale, props, retell, sequence, labels</p>	<p>correctly retell stories in the correct order.</p> <ul style="list-style-type: none"> <li>- Extend attention and engagement when talking about a topic.</li> <li>- Make comments about what they have heard and ask relevant questions.</li> </ul> <p><b>Vocab:</b> props, retell, sequence, role, character, hot seating, questions</p>	<p>role play, props, what, why, how, habitats.</p>
<p><b>Number &amp; Numerical Patterns:</b></p>	<p><b>Skill</b> Counting forwards and backwards Counting things that cannot be moved Track games Subitising Dice games More and less <b>Positional language</b> In front Behind Next to Under above</p>	<p><b>Shape</b> To know common and observe them in the environment To know common 2d shapes and describe them according to their properties <b>Pattern</b> To understand what a pattern is. Create patterns using the sequences abab,aab,aab <b>Numbers before and after</b> To say the number one more ,one after from a given number</p>	<p><b>Addition</b> To understand addition as the combination of two sets To add one more To introduce part,part whole model <b>Number Bonds</b> To begin to learn all number bonds to 5 To be able to complete addition sentences with missing add ends <b>Positional Language</b> To use positional language effectively</p>	<p><b>Length</b> understand the terms longer ,shorter ,taller. The same as. Use non standard measures <b>Doubling</b> To double numbers within 10 Write an addition sentence <b>Weight</b> To understand the language heavier than,lighter than Use non standard measures <b>Time</b> Days of the week Months of the year Sequencing the day seconds</p>	<p><b>3D shape</b> Name shapes in the environment . Describe them according to their properties. <b>Odds and Evens</b> <b>Number Bonds to 10</b> Part part whole model Recall some number bonds to 10 Addition sentences</p>	<p><b>Fractions</b> Halves and quarters Halve shapes Find fractions of numbers <b>Division</b> Sharing in practical situations <b>Subtraction</b> Numbers before/one less Formal subtraction sentences <b>Capacity</b></p>

<p><b>PSHE/ PSED Focus</b></p>		<p><b>Additional focus:</b> Turn-taking, understanding and following school rules, self-regulating their behaviour and expressing themselves in appropriate ways using the correct language and vocabulary for talking about their feelings and emotions.</p>	<p><b>Additional focus:</b> - Respond appropriately with their own feelings and know when to ask for help/support. - be sympathetic to others feelings and needs. - To be able to zip, unzip, button clothes - Show an awareness and respect for other cultures and how these may be different. - To be able to follow instructions attentively - To be able to work as a team to reach a goal</p>	<p><b>Additional focus:</b> - Respond appropriately with their own feelings and know when to ask for help/support. - be sympathetic to others feelings and needs. - Show an awareness and respect for other cultures and how these may be different. - To be able to follow instructions attentively - To be able to work as a team to reach a goal - To show resilience when facing a challenge.</p>	<p><b>Additional focus:</b> - Give focussed attention to the adult talking. - Follow instructions given - Be confident to try new activities and persevere. - Work towards simple goals and achievements. - To be able to cross roads safely with adult support. Understand the process you need to take to cross a road - look left and right, listen for traffic etc.</p>	<p><b>Additional focus:</b> - To be able to talk about and name some of the people in our community that can help us - To be able to talk about and share their emotions</p>
<p><b>PE/ PD Focus</b></p>	<p><b>Skill:</b> <b>Val Sabin Gymnastics</b></p> <ul style="list-style-type: none"> <li>• Improve strength</li> <li>• Improve flexibility</li> <li>• Enjoy movement</li> <li>• Move creatively</li> <li>• Copy and perform basic movements</li> </ul>	<p><b>Skill:</b> <b>Val Sabin Gymnastics</b></p> <ul style="list-style-type: none"> <li>• <b>Multi skills:</b> Improve strength</li> <li>• Improve flexibility</li> <li>• Enjoy movement</li> <li>• Move creatively</li> </ul>	<p><b>Skill:</b> <b>Val Sabin Gymnastics</b></p> <ul style="list-style-type: none"> <li>• Improve strength</li> <li>• Improve flexibility</li> <li>• Enjoy movement</li> <li>• Move creatively</li> <li>• Copy and perform basic movements</li> <li>• Perform routines using</li> </ul>	<p><b>Skill:</b> <b>Val Sabin Gymnastics</b></p> <ul style="list-style-type: none"> <li>• Improve strength</li> <li>• Improve flexibility</li> <li>• Enjoy movement</li> <li>• Move creatively</li> <li>• Copy and perform basic movements</li> </ul>	<p><b>Skill:</b> <b>Val Sabin Gymnastics</b></p> <ul style="list-style-type: none"> <li>• Improve strength</li> <li>• Improve flexibility</li> <li>• Enjoy movement</li> <li>• Move creatively</li> <li>• Copy and perform basic movements</li> <li>• Perform routines using different exercises in sequence</li> </ul>	<p><b>Skill:</b> <b>Val Sabin Gymnastics</b></p> <ul style="list-style-type: none"> <li>• Improve strength</li> <li>• Improve flexibility</li> <li>• Enjoy movement</li> <li>• Move creatively</li> <li>• Copy and perform basic movements</li> <li>• Perform routines using</li> </ul>

	<ul style="list-style-type: none"> <li>Perform routines using different exercises in sequence</li> <li>Show awareness of space</li> <li>Watch and comment on what they have seen and improve skills</li> <li>Identify the impact of physical activity on their bodies</li> </ul> <p><b>Multi skills:</b> Develop fundamental gross motor movements</p> <ul style="list-style-type: none"> <li>To throw/catch</li> <li>To develop balance</li> <li>To develop coordination</li> <li>To develop umping skills</li> <li>To develop agility</li> <li>To develop running skills and pace</li> <li>To develop strength and flexibility</li> <li>Identify a target and throw effectively</li> <li>To develop good spatial awareness</li> <li>Listen to and understand basic game rules</li> </ul>	<ul style="list-style-type: none"> <li>Copy and perform basic movements</li> <li>Perform routines using different exercises in sequence</li> <li>Show awareness of space</li> <li>Watch and comment on what they have seen and improve skills</li> </ul> <p>Identify the impact of physical activity on their bodies</p> <p><b>Multi skills:</b> Develop fundamental gross motor movements</p> <ul style="list-style-type: none"> <li>To throw/catch</li> <li>To develop balance</li> <li>To develop coordination</li> <li>To develop umping skills</li> <li>To develop agility</li> <li>To develop running skills and pace</li> <li>To develop strength and flexibility</li> <li>Identify a target and throw effectively</li> <li>To develop good spatial awareness</li> <li>Listen to and understand basic game rules</li> </ul>	<p>different exercises in sequence</p> <ul style="list-style-type: none"> <li>Show awareness of space</li> <li>Watch and comment on what they have seen and improve skills</li> <li>Identify the impact of physical activity on their bodies</li> </ul> <p><b>Multi Skills</b> Develop fundamental gross motor movements</p> <ul style="list-style-type: none"> <li>To throw/catch</li> <li>To develop balance</li> <li>To develop coordination</li> <li>To develop umping skills</li> <li>To develop agility</li> <li>To develop running skills and pace</li> <li>To develop strength and flexibility</li> <li>Identify a target and throw effectively</li> <li>To develop good spatial awareness</li> <li>Listen to and understand basic game rules</li> </ul> <p><b>Fine Motor Skills</b></p>	<ul style="list-style-type: none"> <li>Perform routines using different exercises in sequence</li> <li>Show awareness of space</li> <li>Watch and comment on what they have seen and improve skills</li> <li>Identify the impact of physical activity on their bodies</li> </ul> <p><b>Multi Skills</b> Develop fundamental gross motor movements</p> <ul style="list-style-type: none"> <li>To throw/catch</li> <li>To develop balance</li> <li>To develop coordination</li> <li>To develop umping skills</li> <li>To develop agility</li> <li>To develop running skills and pace</li> <li>To develop strength and flexibility</li> <li>Identify a target and throw effectively</li> <li>To develop good spatial awareness</li> <li>Listen to and understand basic game rules</li> </ul>	<ul style="list-style-type: none"> <li>Show awareness of space</li> <li>Watch and comment on what they have seen and improve skills</li> <li>Identify the impact of physical activity on their bodies</li> </ul> <p><b>Multi Skills/Athletics</b> Develop fundamental gross motor movements</p> <ul style="list-style-type: none"> <li>To throw/catch</li> <li>To develop balance</li> <li>To develop coordination</li> <li>To develop jumping skills</li> <li>To develop agility</li> <li>To develop running skills and pace</li> <li>To develop strength</li> <li>Identify a target and throw effectively</li> <li>To develop good spatial awareness</li> <li>Listen to and understand basic game rules</li> <li>Develop simple personal targets</li> </ul> <p><b>Fine Motor Skills</b> Develop fundamental fine motor skills</p>	<p>different exercises in sequence</p> <ul style="list-style-type: none"> <li>Show awareness of space</li> <li>Watch and comment on what they have seen and improve skills</li> <li>Identify the impact of physical activity on their bodies</li> </ul> <p><b>Multi Skills/Athletics</b> Develop fundamental gross motor movements</p> <ul style="list-style-type: none"> <li>To throw/catch</li> <li>To develop balance</li> <li>To develop coordination</li> <li>To develop umping skills</li> <li>To develop agility</li> <li>To develop running skills and pace</li> <li>To develop strength and flexibility</li> <li>Identify a target and throw effectively</li> <li>To develop good spatial awareness</li> <li>Listen to and understand basic game rules</li> <li>Develop simple personal targets</li> </ul>
--	--	--	--	---	---	---

	<p style="text-align: center;"><b>Fine Motor Skills</b></p> <p>Develop fundamental fine motor skills Gain confidence using a range of tools</p>	<p style="text-align: center;"><b>Fine Motor Skills</b></p> <p>Develop fundamental fine motor skills Gain confidence using a range of tools</p> <p>- Gain accuracy when drawing and painting - Hold a pencil effectively and with control</p>	<p>Develop fundamental fine motor skills</p> <p>- Become more confident using fine motor skills to manipulate materials. - Gain accuracy when drawing and painting - Hold a pencil effectively and with control -</p>	<p style="text-align: center;"><b>Fine Motor Skills</b></p> <p>Develop fundamental fine motor skills Gain confidence using a range of tools</p> <p>- Become more confident using fine motor skills to manipulate materials. - Gain accuracy when drawing and painting - Hold a pencil effectively and with control -</p>	<p>Gain confidence using a range of tools</p> <p>- Increased control and accuracy when using scissors. - Increased control and coordination when drawing. - Show care and accuracy when drawing. -</p>	<ul style="list-style-type: none"> <li>• Watch and comment on their own and others performance.</li> </ul> <p style="text-align: center;"><b>Fine Motor Skills</b></p> <p>Develop fundamental fine motor skills Gain confidence using a range of tool - increased control and accuracy when using scissors. increased accuracy when drawing</p>
<p style="text-align: center;"><b>Expressive Arts and Design</b></p>	<p><b>Knowledge:</b></p> <p>- Know that paint, colours, material can be used to create a piece of artwork.</p> <p><b>Skill:</b></p> <p><b>ART</b></p> <p>- Develop creativity when exploring art materials. - Create pictures/art for meaning/purpose using different paintbrushes</p> <p><b>DT</b></p> <p>Complete strong structures using different materials ,describe uses and how they feel. Scissor skills - Create music using a variety of instruments.</p>	<p><b>Knowledge:</b></p> <p>- Know that materials, colour, texture and design can all be experimented with</p> <p>- Know who the artist Kadinsky is and identify some of his artwork, discussing likes and dislikes and techniques used.</p> <p><b>Skill:</b></p> <p>- Develop creativity and accuracy when creating pieces of work. To print with natural materials including fruit and vegetables. To develop sculpting skills using dough or clay</p>	<p><b>Knowledge:</b></p> <p>- Know that materials, colour, texture and design can all be experimented with. Understand basic food hygiene</p> <p>-</p> <p><b>Skill:</b></p> <p>- Develop creativity and accuracy when creating pieces of work. To develop sketching skills and experiment with line and tone and develop sketching skills</p> <p><b>DT</b></p> <p>Complete strong structures using different materials</p>	<p><b>Knowledge:</b></p> <p>- Know that materials, colour, texture and design can all be experimented with. - Know that shape and function can be combined to create junk-modelling creations. - Know that a collage is made up of a variety of different colours, materials, textures. Understand basic food hygiene</p> <p>-</p> <p><b>Skill:</b></p> <p>- Explain the process they have used to create a piece of artwork including sculpting with clay. To weave and thread using different materials</p> <p><b>DT</b></p> <p>Art</p>	<p><b>Knowledge:</b></p> <p>- Know that materials, colour, texture and design can all be experimented with. - Know that a collage is made up of a variety of different colours, materials, textures. Understand basic food hygiene</p> <p>-</p> <p><b>Skill:</b></p> <p>- Explain the process they have used to create a piece of artwork including sculpting with clay. To weave and thread using different materials</p> <p><b>DT</b></p>	<p><b>Knowledge:</b></p> <p>- Know that materials, colour, texture and design can all be experimented with. - Know that a collage is made up of a variety of different colours, materials, textures.</p> <p><b>Skill:</b></p> <p>- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</p> <p><b>DT</b></p> <p>Complete strong structures &amp; Explore Mechanisms using</p>

	<ul style="list-style-type: none"> <li>- To be able to listen attentively to music.</li> <li>- To be able to discuss changes and patterns as a piece of music develops.</li> </ul> <p><b>Val Sabin</b> To respond to music through dance</p>	<ul style="list-style-type: none"> <li>- Recreate artwork in the style of Kandinsky</li> </ul> <p>DT</p> <p>Complete strong structures using different materials ,describe uses and how they feel.</p> <p>Scissor skills</p> <ul style="list-style-type: none"> <li>- To be able to listen attentively to music.</li> <li>- To be able to discuss changes and patterns as a piece of music develops.</li> </ul>	<p>,describe uses and how they feel.</p> <p>Scissor skills</p> <p>Make a basic food product</p> <p>and how they feel.</p> <ul style="list-style-type: none"> <li>- Use props to support storytelling</li> <li>- Create music</li> <li>- To be able to listen attentively to music.</li> <li>- To be able to discuss changes and patterns as a piece of music develops.</li> </ul> <p><b>Val Sabin</b> To respond to music through dance</p>	<p>Recreate artwork in the style of Georgia O Keefe</p> <p><b>DT</b></p> <p>Complete strong structures using different materials ,describe uses and how they feel.</p> <p>Scissor skills</p> <ul style="list-style-type: none"> <li>- Develop creativity and accuracy when creating pieces of work.</li> </ul> <p>To weave</p> <ul style="list-style-type: none"> <li>- Use props to support storytelling</li> <li>- Respond appropriately to music with rhythm</li> <li>- Create music independently through the use of instruments</li> <li>- To be able to listen attentively to music.</li> <li>- To be able to discuss changes and patterns as a piece of music develops.</li> </ul>	<p>Complete strong structures using different materials ,describe uses and how they feel.</p> <p>Scissor skills</p> <p>Make basic food products</p> <ul style="list-style-type: none"> <li>- Make use of props and materials when role playing.</li> <li>- Respond to music and rhythm and create their own music.</li> <li>- To be able to listen attentively to music.</li> <li>- To be able to discuss changes and patterns as a piece of music develops.</li> </ul> <p><b>Val Sabin</b> To respond to music through dance</p>	<p>different materials ,describe uses and how they feel.</p> <ul style="list-style-type: none"> <li>- Share their creations, explaining the process they have used</li> <li>- Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</li> <li>- Make use of props and materials when role playing characters in narratives and stories.</li> <li>- To be able to listen attentively to music.</li> <li>- To be able to discuss changes and patterns as a piece of music develops.</li> </ul>
<p><b>Understanding the World</b></p>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>- Know that there are different seasons and we are in Autumn.</li> </ul> <p>Be aware of their senses</p>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>- know that there are other planets in the solar system.</li> <li>- Know that there are changes in Winter and what these are.</li> </ul>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>- Know what materials are and the different types</li> <li>- Understand how the matter of a material can be</li> </ul>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>- Know what plants need to live</li> </ul> <p>Know the different parts of a plant</p> <p>To know how humans grow</p>	<p><b>Knowledge:</b></p> <p>Know the lifecycle of a butterfly and tadpole</p> <p>Know the name of an animals home is their habitat</p>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>- to observe how their environment differs from the environment at the coast</li> </ul>

	<p>To be able to describe toys as old and new ,past and present</p> <p><b>Skill:</b></p> <ul style="list-style-type: none"> <li>- Be able to explain how things change in Autumn.</li> <li>- Be able to identify things in the natural world.</li> </ul> <p>Know we have different senses. Use their senses for indentifying objects and sounds. To use senses to describe</p>	<p>Be able to explain how things change in winter.</p> <p>To be aware of how transport has changed through the years</p> <p><b>Skill:</b></p> <p>To be able to explain differences between past and present</p> <p>To order transport photos within a time line</p> <ul style="list-style-type: none"> <li>- To be able to discuss similarities and differences between planets.</li> <li>- To be able to make observations and drawings.</li> <li>-</li> </ul>	<p>changed when heated/cooled</p> <ul style="list-style-type: none"> <li>- to investigate different materials and identify materials according to whether they are natural or manmade.</li> </ul> <p>Understand that items float and sink</p> <ul style="list-style-type: none"> <li>- Know that there are different seasons throughout the year.</li> </ul> <p><b>Skill:</b></p> <p>Know which materials are best for building certain objects/buildings and explain why.</p> <ul style="list-style-type: none"> <li>- Be able to explain the changes in matter when changing temperature</li> <li>-</li> <li>- Identify the changes that occur in Winter.</li> </ul>	<p>Notice changes in humans from a baby to an adult</p> <ul style="list-style-type: none"> <li>-</li> </ul> <p><b>Skill:</b></p> <ul style="list-style-type: none"> <li>- . Can identify the different parts of a plant</li> <li>- Be able to explain the life cycle of a plant</li> <li>- Be able to explain what a plant needs to survive and grow.</li> </ul> <p>Can observe the natural environment around them</p> <p>To be able to describe how we grow and develop from babies to adults</p> <p>Know different parts of the body</p> <p>Know how we can keep ourselves healthy</p>	<p>Know the habitats of common garden minibeasts</p> <p>Identify correct materials to make a bug hotel</p> <ul style="list-style-type: none"> <li>-</li> </ul> <p><b>Skill:</b></p> <ul style="list-style-type: none"> <li>- - Can observe the natural environment around them.</li> </ul>	<p>To be introduced to new vocabulary sea,sand ,cliff,tide</p> <p>To look at holidays and holiday traditions past and present.</p> <p>To compare creatures living in the sea in a warm coastal environment to those in the arctic sea</p> <p>To look at the problems of pollution of coastal areas</p> <p><b>Skill:</b></p> <p>To be able to describe and explain differences between their local environment and the seaside</p> <p>To be able to explain differences of holidays past and present and place items /activities on a basic historical time line</p> <p>To observe two contrasting environments</p> <p>To suggest possible solutions to our pollution problems</p>
--	--	---	--	---	--	---

						-
<b>Religious Education</b>	<p><b>Come and See</b> - <u>Myself</u> focus on family -God loves each one of us</p> <p><u>Welcome</u> Focus on how through Baptism we are welcomed into God's family. Judaism -Hannukah Signs and symbols of Baptism</p>	<p><b>Come and See</b> <u>Birthday</u> Advent – a time to prepare To look forward to celebrating the birthday of Jesus and how we prepare for this with a focus on showing love To be familiar with the Christmas story</p>	<p><b>Come and See</b> <u>Celebrating</u> How we celebrate in church. Story of the Presentation when Joseph and Mary take Jesus to the temple and thank God for the gift of their special son <u>Gathering</u> To look at our parish family How we gather and celebrate the Mass with our parish community. Artefacts associated with the Mass</p>	<p><b>Come and See</b> - <u>Growing</u> To recognise Lent as a time of preparation for Easter Lent is a time of grow to be more like Jesus and a time of change To understand easter as both a happy and sad time. To understand the significance of Good Friday.</p>	<p><b>Come and See</b> - <u>Good News</u> To understand the importance of spreading the good news of Jesus To understand the gift of the Holy Spirit and the story of Pentecost <u>Friends</u> To understand the significance of friends and times when we may need to forgive or say sorry to friends.to recognise the importance of Jesus as our special friend</p>	<p><b>Come and See</b> Our World To understand how precious our world is .to understand our role as stewards of this world and our role in caring for the world God has created Islam -Special Objects To become familiar with the story of creation</p>