



Curriculum Overview – EYFS/Reception

AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<i>Living and Growing in Christ</i>					
<u>Kindness</u>	<u>Resilience</u>	<u>Self-belief</u>	<u>Respect</u>	<u>Diversity</u>	<u>Honesty</u>
<u>I am amazing!</u> <u>Teddy bears & journeys</u>	<u>Sparkly, dazzling space!</u>	<u>Superheroes and people who help us.</u>	<u>Traditional tales</u>	<u>Growing & change</u>	<u>Under the sea</u>
<u>How do I feel about my new school adventure?</u> <u>Where did the teddies go? What is a journey? Animal homes?</u> <u>Roleplay areas (3):</u> Home corner, Bear cave and outside Café.	<u>What is in space? What can we see? Imagine?</u> <u>Roleplay areas (3):</u> Christmas Grotto, Space Rocket & outside Café.	<u>What is a superhero? Which people in our community can help us?</u> <u>Roleplay areas (3):</u> Fairy stories, Superhero world & outside Garden centre.	<u>What is a moral? Who are the characters?</u> <u>Roleplay areas (3):</u> Fairy stories castle/cottage, Natural world/jungle & outside Garden centre.	<u>How do we change & grow? What makes a plant grow?</u> <u>Roleplay areas (3):</u> Pet shop/animal hospital, Natural world/jungle and outside Garden centre.	<u>Look through the porthole & what can you see?</u> <u>Roleplay areas (3):</u> Undersea World, Campsite/beach and outside Ice-cream shop.
<u>Real life experience/ trips</u> <u>Welcome Fireworks in School.</u> Leaf Thief display on large board for Autumn.	<u>Pantomime in School.</u> <u>Nativity to parents.</u> Leaf Thief display on large board for Autumn.	<u>Visit to Coulsdon Library.</u> Tiny Seed display on large board for Spring.	<u>Visit from Timmy the tortoise.</u> Tiny Seed display on large board for Spring.	<u>Assembly to parents – St Mary class.</u> <u>Bug hunt in school grounds.</u> Rainbow fish display on large board for Summer.	<u>Alice Holt – Gruffalo trail.</u> <u>Underwater live cams in Aquariums.</u> Rainbow fish display on large board for Summer.
Events, Celebrations & Fundraising: Harvest Festival, Saints Assembly, Cultural diversity History Month, Remembrance Day, Anti-bullying Week/ Online safety, Children in Need, Macmillan bake sale, Halloween, Bonfire night, Diwali, Advent, Christmas, Christmas jumper day, Nativity production.		World Book Day, Mental Health Awareness, Internet Safety Day. Wear Green for Macmillan, Chinese/Lunar New Year, Valentine's Day, Pancake Day, Mother's day, St Patrick's day, St George's day, Road Safety Week, World Maths Day, EASTER.		Sports Celebrations Race for Life Art/DT Day Sun safety awareness Refugee week	
Communication & Language: <u>Book Focus:</u> The crayons go back to school. The colour monster goes to school. Harry & the dinosaurs go to school. Anthony Browne: My dad, My Mum, My Brother.	Communication & Language: <u>Book Focus:</u> Aliens in underpants save the world. Aliens love dinopants. Zoom, rocket, Zoom! The Smeds and the Smoos. Space Walkies. Look up!	Communication & Language: <u>Book Focus:</u> Superworm. Zippo the super hippo The Burp that saved the world. Supertato Ten Little Superheroes Handa's Surprise. Ruby's worry.	Communication & Language: <u>Book Focus:</u> Goldilocks. The Gingerbread Man. The 3 Little Pigs. Little Red Riding Hood. Hansel & Gretel. The 3 Billy Goats Gruff. The Ghanaian Goldilocks.	Communication & Language: <u>Book Focus:</u> Jack and the Beanstalk. Jim and the Beanstalk. Jasper's Beanstalk. Wild. The Hungry Caterpillar. What the Ladybird Heard. The very busy spider. The bad-tempered Ladybird.	Communication & Language: <u>Book Focus:</u> The Lighthouse keeper stories. Polar Bear, Polar Bear. Inside the Arctic. The Rainbow Bear. The Rainbow Fish. Sharing a shell. The fish who could wish. Barry the fish with fingers.

The Everywhere Bear. We're going on a Bear Hunt. Threadbear. Brown Bear, Brown Bear. Can't you sleep little bear? <u>Ready Steady write scheme:</u> The Something <u>Story/topic focus:</u> All about Me, Our families, we are all Unique, showing kindness; Bears & Journeys, animal dens, imagination, retell & order, what does kindness mean? <u>Extending Vocabulary:</u> <u>Bear related vocab:</u> snout, paws, stitches, hibernate, claws, fur, etc. <u>Skill:</u> - Bear Vocab (see above), favourite bears from home, travelling class bear. - Developing listening and attention through listening to stories	<u>Ready Steady write scheme:</u> Star in the Jar <u>Story/topic focus:</u> Space, Aliens, planets, earth, Our World. <u>Skill:</u> - Showing understanding of positional language-over, under, through, above, below, next to, in front/behind. - Describe events, organise thinking through small group, 1-1, offer own ideas. - Offer explanations, why did it happen? Use Vocab from stories, Non-fiction, rhymes & poems. - Express own ideas & feelings from their experiences using full sentences. Use past, present & future tenses. - Use conjunctions with support. - Use new vocabulary in discussions. - Where is space? - What does resilience mean? - Zones of Regulation and Worry jar.	<u>Ready Steady write scheme:</u> Juniper Jupiter <u>Story/topic focus:</u> Superheroes, superpowers, people who help us, super powers in ordinary people – kindness, etc. <u>Ready Steady write scheme:</u> Juniper Jupiter <u>Skill:</u> - Developing listening and attention through listening to stories attentively & learn how to respond with questions to clarify. - Use actions & comments during both whole class & small group discussions. - Follow & hold Conversations & discussions, listen and respond to each other. - Use new vocabulary in discussions. - Introduce talking partners. - Have self-belief and understand it.	<u>Ready Steady write scheme:</u> Little Red <u>Story/topic focus:</u> Traditional tales, moral of the story, good choices & bad choices, respecting others. <u>Skill:</u> - Developing listening and attention through listening to stories attentively & learn how to respond with questions to clarify. - Use actions & comments during both whole class & small group discussions. - Follow & hold Conversations & discussions, listen and respond to each other. - Use new vocabulary in discussions. - Introduce talking partners. <u>Vocab:</u> Morals, good choice, bad choice, traditional tales, characters, settings, stories, respect.	<u>Ready Steady write scheme:</u> The Extraordinary Gardener <u>Story/topic focus:</u> Actions & consequences, how do we grow & change, how plants grow & change in our natural world, changes, believe in yourself! What are mini beasts & where can we find them? How can we help nature? Diversity & what it means. <u>Skill:</u> - <u>Extending Vocabulary:</u> Morals, grow, change, growth, bigger, height, decisions, good choice, bad choice. - Describe events, organise thinking through small group, 1-1, offer own ideas. - Offer explanations, why did it happen? Use Vocab from stories, Non-fiction, rhymes & poems. - Express own ideas & feelings from their experiences using full sentences. Use past,	<u>Ready Steady write scheme:</u> The Storm Whale <u>Story/topic focus:</u> Oceans, under the sea animals & creatures, respect our world, telling the truth & being honest. <u>Skill:</u> - <u>Extending Vocabulary:</u> Sea, ocean, environment, pollution, shells, sand, cliff, waves, sea creatures, seaweed, current, tides, arctic, ice, icecaps, animals, lighthouse, changes. - Describe events, organise thinking through small group, 1-1, offer own ideas. - Offer explanations, why did it happen? Use Vocab from stories, Non-fiction, rhymes & poems. - Express own ideas & feelings from their experiences using full sentences. Use past, present & future tenses. - Use conjunctions with support. - Use new vocabulary in discussions.
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attentively & learn how to respond with questions to clarify. - Use actions & comments during both whole class & small group discussions. - Follow & hold Conversations & discussions, listen and respond to each other. - Use new vocabulary in discussions. - Introduce talking partners. <u>Vocab:</u> Family names and roles, place names, colours, feelings & empathy/kindness words, bear vocabulary, animal homes' names – den, cave, etc. My imagination!	<u>Vocab:</u> Actions, events, order, sequence, positional language (see above), Resilience, strength, journeys, travel, planets, stars, earth, our world, aliens, rockets, spaceships, shooting stars, clouds, rainbows, lightning, thunder, fire.	<u>Vocab:</u> Powers, friendship, community, important people, help, role, thoughtfulness, kindness, strength, character, empathy, difficulties, braveness, improvement, self – belief.		present & future tenses. - Use conjunctions with support. - Use new vocabulary in discussions. <u>Vocab:</u> Plants, petals, leaves, stem, roots, trees, flowers, bushes, grow, change, believe, Our world, environment, bugs, minibests, insects, legs, wings, antennae, body, spots, diversity.	<u>Vocab:</u> Ocean, sea, caves, shells, sand, cliff, pebbles, underwater, rock pools, waves, tides, travelling, lighthouse, coast, honesty.
<u>Expressive Arts & Design:</u> <u>Knowledge:</u> - Know that paint, colours & materials can	<u>Expressive Arts & Design:</u> <u>Knowledge:</u> - Know that materials, colour, texture and	<u>Expressive Arts & Design:</u> <u>Knowledge:</u> - Know that materials, colour, texture and	<u>Expressive Arts & Design:</u> <u>Knowledge:</u> - Know that materials, colour, texture and	<u>Expressive Arts & Design:</u> <u>Knowledge:</u> - Know that materials, colour, texture and	<u>Expressive Arts & Design:</u> <u>Knowledge:</u> - Know that materials, colour, texture and

be used to create a piece of artwork. Skill: ART - Develop creativity when exploring art materials. - Create pictures/art for meaning/purpose using different paintbrushes. DT - Complete strong structures using different materials, describe uses and how they feel, gross motor scissor skills. -Remember safety of equipment. Music - Create music using a variety of instruments. - To be able to listen attentively to music. - To be able to discuss changes and patterns as a piece of music develops. - Perform songs, rhymes, poems, & stories with others. - Move in time with the music.	design can all be experimented with. - Know who the artist <u>Piet Mondrian</u> is and identify some of his artwork, discussing likes and dislikes and techniques used. Skill: Art - Develop creativity and accuracy when creating pieces of work. - To develop sketching skills and experiment with line and tone. DT -Complete strong structures using different materials, describe uses and how they feel and continue to use fine & gross motor and scissor skills. - Make a basic food product by following instructions. - Use props to support storytelling. - Create music after listening attentively to music. - To be able to discuss changes and patterns as	design can all be experimented with. - Understand basic food hygiene & use equipment safely. Skill: Art - Develop creativity and accuracy when creating pieces of work. - To develop sketching skills and experiment with line and tone. DT -Complete strong structures using different materials, describe uses and how they feel and continue to use fine & gross motor and scissor skills. - Make a basic food product by following instructions. - Use props to support storytelling. - Create music after listening attentively to music. - To be able to discuss changes and patterns as	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. -Know the artist <u>Georgia O Keefe</u> and identify some of her work, discussing likes and dislikes and techniques used. Skill: Art Recreate artwork in the style of <u>Georgia O Keefe</u> DT - Complete strong structures and share their creations, explaining the process they have used. - Develop creativity and accuracy when creating pieces of work. - Weave using appropriate materials & tools and create for a purpose. Music	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. Skill: Art - Explain the process they have used to create a piece of artwork including sculpting with clay. - To weave and thread using different materials. DT - Make basic food products using 2 step instructions. - Make use of props and materials when role playing. - Respond to music and rhythm and create their own music. - To be able to listen attentively to music. - To be able to discuss changes and patterns as	design can all be experimented with. - Know that shape and function can be combined to create junk-modelling creations. Skill: Art - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. DT Complete strong structures & Explore Mechanisms using different materials, describe uses and how they feel (lighthouses). - Share their creations, explaining the process they have used. - Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. - Make use of props and materials when role
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Val Sabin To respond to music through dance.	a piece of music develops. - Recount narratives & stories to their teacher & peers. - Perform a class Nativity play to an audience (school and parents).	a piece of music develops. Val Sabin To respond to music through dance.	- Use props to support storytelling. - Respond appropriately to music with rhythm. - Create music independently through the use of instruments. - To be able to listen attentively to music. - To be able to discuss changes and patterns as a piece of music develops.	a piece of music develops. Val Sabin To respond to music through dance	playing characters in narratives and stories. - To be able to discuss changes and patterns as a piece of music develops.
<u>Understanding the World:</u> <u>Knowledge:</u> - Know that there are different seasons and we are in Autumn. - Be aware of their senses. - To be able to describe toys as old and new, past and present. Use their experiences and stories they have heard in class. <u>Skill:</u> - Be able to explain how things change in Autumn. - Be able to identify things in the natural	<u>Understanding the World:</u> <u>Knowledge:</u> - know that there are other planets in the solar system. - Know that there are changes in Winter and what these are. - Be able to explain how things change in winter. - Talk about the roles of people around them in society. - Understand the past & present through settings, characters and events. <u>Skill:</u> - Explain about their immediate environment from observations,	- Know there are different cultures & communities in this country, use experiences & stories heard in class. - Make comparisons between England and Africa. - Discuss differences between countryside and the city. - Discuss different climates and temperatures. - Compare England and the Serengeti. - To observe the natural environment around them. - To look at contrasting environments. - Explore the natural world around them,	<u>Understanding the World:</u> <u>Knowledge:</u> - Know what materials are and the different types. - Understand how the matter of a material can be changed when heated/cooled. - To investigate different materials and identify materials according to whether they are natural or manmade. - Understand that items float and sink. - Know that there are different seasons throughout the year. <u>Skill:</u>	<u>Understanding the World:</u> <u>Knowledge:</u> - Know what plants need to live, grow & survive. - Know the different parts of a plant. - To know how humans grow & change. - Notice changes in humans from a baby to an adult. <u>Skill:</u> - Be able to explain the life cycle of a plant. - Can observe the natural environment around them. - Recall what a plant needs to grow.	<u>Understanding the World:</u> <u>Knowledge:</u> - To observe how their environment differs from the environment at the coast. - To be introduced to new vocabulary: sea, sand, cliff, tide, beach, pebbles, waves, weather. - To look at holidays and holiday traditions past and present. - To compare creatures living in the sea in a warm coastal environment to those in the arctic sea.

world & their immediate environment. - Know we have different senses. - Use their senses for identifying objects and sounds & describe them. - Know there are different cultures & communities in this country, use experiences & stories heard in class.	discussions, Non-fiction texts and maps. - To be able to discuss similarities and differences between planets. - To be able to make observations and drawings of their school. - Explain similarities & differences between this country & compare to life in other countries. - Understand important processes & changes in the natural world around them – Seasons, changing states of matter.	make observations & draw pictures of animals and plants. - Understand how the natural world is changing and how humans affect this. - Compare it to space and the atmosphere. - Be able to draw simple maps.	- Know which materials are best for building certain objects/buildings and explain why (3 little pigs). - Be able to explain the changes in matter when changing temperature. - Identify the changes that occur in Winter to Spring.	- To be able to describe how we grow and develop from babies to adults & compare to our growth/change stories and plants. - Know different parts of the body. - Know how we can keep ourselves healthy. - Know the lifecycle of a butterfly and tadpole. - Know the name of an animal's home as their habitat. - Know the habitats of common garden minibeasts. - Identify correct materials to make a bug hotel.	-To look at the problems of pollution of coastal areas and erosion. Skill: -To be able to describe and explain differences between their local environment and the seaside. -To be able to explain differences of holidays past and present and place items /activities on a basic historical time line. -To observe two contrasting environments. -To suggest through discussion the possible solutions to our pollution problems. -Locate and discuss Oceans and beaches on a map.
Personal, Social & Emotional Development: Focus: -Turn-taking, understanding and following school rules. - Explain the reason for rules, know right from wrong & try to behave	Personal, Social & Emotional Development: Focus: - Respond appropriately with their own feelings and know when to ask for help/support.	Personal, Social & Emotional Development: Focus: -Respond appropriately with their own feelings and know when to ask for help/support.	Personal, Social & Emotional Development: Focus: -Give focused attention to what the teacher says, respond appropriately even when engaged in an activity.	Personal, Social & Emotional Development: Focus: - Give focused attention to the adult talking. - Show ability to follow several step instructions	Personal, Social & Emotional Development: Focus: - To be able to talk about and share their emotions with confidence and empathy.

accordingly – good choice, bad choice. - Self-regulating their behaviour and expressing themselves in appropriate ways using the correct language and vocabulary for talking about their feelings and emotions. - Work towards simple goals/daily challenge, wait for what they want & control immediate impulses when appropriate and with patience.	- Be sympathetic to others feelings and needs, show empathy. - To be able to zip, unzip, button clothes and hold cutlery correctly. - 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. - Respecting the privacy of others when using the toilet or dressing.	- Be sympathetic to others feelings and needs. - Give focused attention to what the teacher says, respond appropriately even when engaged in an activity. - To be able to follow instructions attentively. - Manage their own basic hygiene & personal needs, including dressing, going to the toilet & the importance of healthy food choices.	- Show ability to follow several step instructions involving several ideas and actions. - To show resilience when facing a challenge. - Form positive attachments to adults & friendships with peers. - Show sensitivity to their own & others' needs. - Show confidence and independence in all areas of school life.	involving several ideas and actions. - Be confident to try new activities and persevere. - Work towards simple goals and achievements independently and patiently. - 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.	- Work & play co-operatively and take turns with others. - Continue to foster & form positive attachments to adults & friendships with peers. - To be able to work as a team to reach a goal.
<u>Reading:</u> Little Wandle reading & phonics scheme. Prosody, fluency and Comprehension.	<u>Reading:</u> Little Wandle reading & phonics scheme. Prosody, fluency and Comprehension.	<u>Reading:</u> Little Wandle reading & phonics scheme. Prosody, fluency and Comprehension.	<u>Reading:</u> Little Wandle reading & phonics scheme. Prosody, fluency and Comprehension.	<u>Reading:</u> Little Wandle reading & phonics scheme. Prosody, fluency and Comprehension.	<u>Reading:</u> Little Wandle reading & phonics scheme. Prosody, fluency and Comprehension.
<u>Literacy:</u> Baseline assessment Name writing Family names Letter formation	<u>Literacy:</u> Segmenting CVC words Passports Space books Independent writing	<u>Literacy:</u> Diary Thank you Letters Instructions Simple punctuation	<u>Literacy:</u> Lists Instructions Sorry letter Wanted poster Sequencing/order	<u>Literacy:</u> Life cycle writing Minibeast hunt Create own information books. Sentence writing	<u>Literacy:</u> Consolidate sentence writing. Instructions Holiday lists Postcards
<u>Mathematics: Maths No problem scheme:</u> Number & Numerical Patterns – Matching, Sorting, Patterns, Counting, Composition of Numbers up to 5 and 10, subitising (instant recognition), number bonds to 5 and 10. Shape, Space & Measure – Comparing & Ordering, Time, 2D Shapes, Positional Language.		<u>Mathematics: Maths No problem scheme:</u> Number & Pattern – Counting, ordering, Addition, comparing, patterns up to 10 such as odds, evens, doubles. Shape, Space & Measure – Measuring lengths & Heights, Capacity – developing language, 2D shapes, 3D shapes.		<u>Mathematics: Maths No problem scheme:</u> Number & Pattern – Counting on to Add, Counting forwards & backwards, counting to 20, compare quantities to 10, Doubling, Halving & Sharing, odds & Evens, Data, Word problems, review all Number learning. Shape, Space & Measure – Mass, Volume & Capacity, Money, review all Shape & Space learning.	

Physical Development: <u>Skill: Val Sabin</u> <u>Gymnastics</u> • Improve strength • Improve flexibility • Enjoy movement • Move creatively • Copy and perform basic movements • Perform routines using different exercises in sequence • Show awareness of space • Watch and comment on what they have seen and improve skills Identify the impact of physical activity on their bodies. <u>Multi skills:</u> Develop fundamental gross motor movements • To throw/catch • To develop balance • To develop coordination • To develop jumping skills • To develop agility • To develop running skills and pace • To develop strength and flexibility • Identify a target and throw effectively • To develop good spatial awareness	Physical Development: <u>Skill: Val Sabin</u> <u>Gymnastics</u> • Improve strength • Improve flexibility • Enjoy movement • Move creatively • Copy and perform basic movements • Perform routines using different exercises in sequence • Show awareness of space • Watch and comment on what they have seen and improve skills Identify the impact of physical activity on their bodies. <u>Multi skills:</u> Develop fundamental gross motor movements • To throw/catch • To develop balance • To develop coordination • To develop jumping skills • To develop agility • To develop running skills and pace • To develop strength and flexibility • Identify a target and throw effectively • To develop good spatial awareness	Physical Development: <u>Skill: Val Sabin</u> <u>Gymnastics</u> • Improve strength • Improve flexibility • Enjoy movement • Move creatively • Copy and perform basic movements • Perform routines using different exercises in sequence • Show awareness of space • Watch and comment on what they have seen and improve skills • Identify the impact of physical activity on their bodies <u>Multi Skills:</u> Develop fundamental gross motor movements • To throw/catch • To develop balance • To develop coordination • To develop jumping skills • To develop agility • To develop running skills and pace • To develop strength and flexibility • Identify a target and throw effectively	Physical Development: <u>Skill: Val Sabin</u> <u>Gymnastics</u> • Improve strength • Improve flexibility • Enjoy movement • Move creatively • Copy and perform basic movements • Perform routines using different exercises in sequence • Show awareness of space • Watch and comment on what they have seen and improve skills • Identify the impact of physical activity on their bodies <u>Multi Skills:</u> Develop fundamental gross motor movements • To throw/catch • To develop balance • To develop coordination • To develop jumping skills • To develop agility • To develop running skills and pace • To develop strength and flexibility • Identify a target and throw effectively • To develop good spatial awareness	Physical Development: <u>Skill: Val Sabin</u> <u>Gymnastics</u> • Improve strength • Improve flexibility • Enjoy movement • Move creatively • Copy and perform basic movements • Perform routines using different exercises in sequence • Show awareness of space • Watch and comment on what they have seen and improve skills • Identify the impact of physical activity on their bodies <u>Multi Skills/Athletics:</u> Develop fundamental gross motor movements • To throw/catch • To develop balance • To develop coordination • To develop jumping skills • To develop agility • To develop running skills and pace • To develop strength and flexibility • Identify a target and throw effectively • To develop good spatial awareness	<u>Skill: Val Sabin</u> <u>Gymnastics</u> • Improve strength • Improve flexibility • Enjoy movement • Move creatively • Copy and perform basic movements • Perform routines using different exercises in sequence • Show awareness of space • Watch and comment on what they have seen and improve skills • Identify the impact of physical activity on their bodies
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- Listen to and understand basic game rules - Move with confidence and safety <u>Fine Motor Skills:</u> Develop fundamental fine motor skills. Gain confidence using a range of tools.	- Listen to and understand basic game rules - Move with confidence and safety <u>Fine Motor Skills:</u> Develop fundamental fine motor skills. Gain confidence using a range of tools. - Gain accuracy when drawing and painting - Hold a pencil effectively and with control -Use cutlery correctly	- To develop good spatial awareness - Listen to and understand basic game rules <u>Fine Motor Skills:</u> Develop fundamental fine motor skills. Gain confidence using a range of tools. - Become more confident using fine motor skills to manipulate materials. - Gain accuracy when drawing and painting - Hold a pencil effectively and with control -Use cutlery correctly	- Listen to and understand basic game rules <u>Fine Motor Skills:</u> Develop fundamental fine motor skills. Gain confidence using a range of tools. - Become more confident using fine motor skills to manipulate materials. - Gain accuracy when drawing and painting - Hold a pencil effectively and with control	- Listen to and understand basic game rules - Develop simple personal targets <u>Fine Motor Skills:</u> Develop fundamental fine motor skills. Gain confidence using a range of tools. - Increased control and accuracy when using scissors. - Increased control and coordination when drawing. - Show care and accuracy when drawing.	- Listen to and understand basic game rules - Develop simple personal targets - Watch and comment on their own and others performance. <u>Fine Motor Skills:</u> Develop fundamental fine motor skills. Gain confidence using a range of tool. - increased control and accuracy when using scissors. - increased accuracy when drawing.
<u>RE Focus:</u> Branch 1 <u>Lighting the Path: Creation and Covenant. Genesis</u> – the origin of our World. -God made our beautiful World and everything in it. -God made me, God made each one of us, God loves us all. -Celebrate and look after God’s beautiful World (Stewardship). -The sign of the cross and prayer.	<u>RE Focus:</u> Branch 2 <u>Lighting the Path: Prophecy and Promise. The Annunciation</u> – God sent Jesus, Mary was chosen. - <u>Advent</u> – a time to prepare for Jesus. - To look forward to celebrating the birthday of Jesus, the tradition of the crib to tell us the story of Jesus’ birth. - <u>The birth of Jesus</u> and <u>The Shepherds visit the Manger.</u>	<u>RE Focus:</u> Branch 3 <u>Lighting the Path: Galilee to Jerusalem.</u> -Story of when the Magi visit Jesus. -Thank God for the gift of his special son, he loves everyone, he was born for everyone. <u>Parables:</u> Jesus’ miracles – feeding of the five thousand. The Good Samaritan. <u>The Glory Be prayer.</u>	<u>RE Focus:</u> Branch 4 <u>Lighting the Path: Desert to Garden.</u> -To recognise Lent as a time of preparation for Easter. - <u>Lent</u> is a time of growth & to be more like Jesus. -A time of change. -To understand <u>Easter</u> as both a happy and sad time. -To understand the significance of Shrove Tuesday, Ash Wednesday, Palm	<u>RE Focus:</u> Branch 5 <u>Lighting the Path: To the Ends of the Earth.</u> -To understand The Ascension and Pentecost. - To know we are a community and a family and be able to spread the Good News. - To understand Jesus’ friends and our friends in the Church and Sunday as a special day to celebrate.	<u>RE Focus:</u> Branch 6 <u>Lighting the Path: Dialogue and Encounter.</u> -To understand other faiths -Islam and Judaism. -To understand the special objects of each faith. -To know how important people in our church show that they are friends of Jesus. -To recall the Creation story.

- We are part of a family through God's love. -We enter God's family, the church, through <u>Baptism</u>. <u>Other Faith:</u> <u>Judaism</u> -Hannukah Signs and symbols of Baptism	- To be familiar with the Christmas story. - Advent traditions. - God sent Jesus to love us all.		Sunday, Good Friday and Easter Sunday.	- To understand the importance of the Presentation in the Temple. - To care for all people around the World and understand Solidarity.	-To know how to use prayer.
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