



Curriculum Overview – EYFS/Reception

AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>Living and Growing in Christ</b>					
<b>Kindness</b>	<b>Resilience</b>	<b>Self-belief</b>	<b>Respect</b>	<b>Diversity</b>	<b>Honesty</b>
<b>I am amazing!</b>	<b>Teddy bears &amp; journeys</b>	<b>Traditional tales</b>	<b>Growing &amp; change</b>	<b>Minibeast Madness</b>	<b>Under the sea</b>
<p><b>How do I feel about my new school adventure?</b></p> <p><b>Roleplay areas (3):</b> Home corner, Books display and outside Café.</p>	<p><b>Where did the teddies go? What is a journey?</b></p> <p><b>Roleplay areas (3):</b> Christmas Grotto, Bear Cave &amp; outside Café.</p>	<p><b>What is a moral? Who are the characters?</b></p> <p><b>Roleplay areas (3):</b> Fairy stories castle/cottage, Natural world/jungle &amp; outside Garden centre.</p>	<p><b>How do we change &amp; grow? What makes a plant grow?</b></p> <p><b>Roleplay areas (3):</b> Pet shop/animal hospital, Natural world/jungle and outside Garden centre.</p>	<p><b>Can we find any bugs?</b></p> <p><b>Roleplay areas (3):</b> Pet shop/animal hospital, Gruffalo Forest and outside Ice cream shop.</p>	<p><b>Look through the porthole &amp; what can you see?</b></p> <p><b>Roleplay areas (3):</b> Undersea World, Campsite/beach and outside Ice-cream shop.</p>
<p><b>Real life experience/ trips</b></p> <p><b>Welcome Fireworks in School.</b></p> <p>Leaf Thief display on large board.</p>	<p><b>Pantomime in School.</b></p> <p><b>Nativity to parents.</b></p> <p>Leaf Thief display on large board.</p>	<p><b>Visit to Coulsdon Library.</b></p> <p>Tiny Seed display on large board.</p>	<p><b>Visit from Timmy the tortoise.</b></p> <p>Tiny Seed display on large board.</p>	<p><b>Bug hunt in school grounds.</b></p> <p><b>Liturgy at church – St Mary class.</b></p> <p>Rainbow fish display on large board</p>	<p><b>Alice Holt – Gruffalo trail.</b></p> <p><b>Underwater live cams in Aquariums.</b></p> <p>Rainbow fish display on large board</p>
<p><b>Events, Celebrations &amp; Fundraising:</b></p> <p>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.</p>		<p>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.</p>		<p>Sports Celebrations</p> <p>Race for Life</p> <p>Art/DT Day</p> <p>Sun safety awareness</p> <p>Refugee week</p>	
<p><b>Communication &amp; Language:</b></p> <p><b>Book Focus:</b></p> <p>The crayons go back to school.</p> <p>The colour monster goes to school.</p> <p>Harry &amp; the dinosaurs go to school.</p> <p>Ruby’s worry.</p>	<p><b>Communication &amp; Language:</b></p> <p><b>Book Focus:</b></p> <p>The Everywhere Bear.</p> <p>We’re going on a Bear Hunt.</p> <p>Threadbear.</p> <p>Brown Bear, Brown Bear.</p> <p>Can’t you sleep little bear?</p> <p>Aliens love underpants.</p> <p><b>Story/topic focus:</b></p>	<p><b>Communication &amp; Language:</b></p> <p><b>Book Focus:</b></p> <p>Goldilocks.</p> <p>The Gingerbread Man.</p> <p>The 3 Little Pigs.</p> <p>Little Red Riding Hood.</p> <p>Hansel &amp; Gretel.</p> <p>The 3 Billy Goats Gruff.</p> <p>The Ghanaian Goldilocks.</p> <p><b>Story/topic focus:</b></p> <p>Traditional tales, moral of the story, good</p>	<p><b>Communication &amp; Language:</b></p> <p><b>Book Focus:</b></p> <p>Jack and the Beanstalk.</p> <p>Jim and the Beanstalk.</p> <p>Jasper’s Beanstalk.</p> <p>The Blue Balloon.</p> <p>Nothing.</p> <p>Wild.</p> <p>Handa’s Surprise.</p> <p><b>Story/topic focus:</b></p>	<p><b>Communication &amp; Language:</b></p> <p><b>Book Focus:</b></p> <p>The Hungry Caterpillar.</p> <p>What the Ladybird Heard.</p> <p>The very busy spider.</p> <p>The bad-tempered Ladybird.</p> <p>Kipper’s New pet.</p> <p>Superworm.</p> <p><b>Story/topic focus:</b></p>	<p><b>Communication &amp; Language:</b></p> <p><b>Book Focus:</b></p> <p>The Lighthouse keeper stories.</p> <p>Polar Bear, Polar Bear.</p> <p>Inside the Arctic.</p> <p>The Rainbow Bear.</p> <p>The Rainbow Fish.</p> <p>Sharing a shell.</p> <p>The fish who could wish.</p> <p>Barry the fish with fingers.</p>

<p>Anthony Browne: My dad, My Mum, My Brother.</p> <p>Jill Murphy: Peace at last, Whatever Next! On the way home, The Large family books.</p> <p><u>Story/topic focus:</u> All about Me, Our families, we are all Unique, showing kindness.</p> <p><u>Skill:</u> - Developing listening and attention through listening to stories attentively &amp; learn how to respond with questions to clarify. - Use actions &amp; comments during both whole class &amp; small group discussions. - Follow &amp; hold Conversations &amp; discussions, listen and respond to each other. - Use new vocabulary in discussions. - Introduce talking partners.</p>	<p>Bears &amp; Journeys, Retell &amp; order, what does Resilience mean?</p> <p><u>Skill:</u> - <u>Extending Vocabulary:</u> Bear related vocab: snout, paws, stitches, hibernate, claws, fur, etc.  - 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 &amp; poems. - Express own ideas &amp; feelings from their experiences using full sentences. Use past, present &amp; future tenses. - Use conjunctions with support. - Use new vocabulary in discussions.</p> <p><u>Vocab:</u> Bear Vocab (see above), favourite bears from</p>	<p>choices &amp; bad choices, respecting others.</p> <p><u>Skill:</u> - Developing listening and attention through listening to stories attentively &amp; learn how to respond with questions to clarify. - Use actions &amp; comments during both whole class &amp; small group discussions. - Follow &amp; hold Conversations &amp; discussions, listen and respond to each other. - Use new vocabulary in discussions. - Introduce talking partners.</p> <p><u>Vocab:</u> Morals, good choice, bad choice, traditional tales, characters, settings, stories, respect.</p>	<p>Actions &amp; consequences, how do we grow &amp; change, how plants grow &amp; change in our natural world, changes, believe in yourself!</p> <p><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 &amp; poems. - Express own ideas &amp; feelings from their experiences using full sentences. Use past, present &amp; future tenses. - Use conjunctions with support. - Use new vocabulary in discussions.</p> <p><u>Vocab:</u> Plants, petals, leaves, stem, roots, trees, flowers, bushes, grow, change, believe.</p>	<p>What are mini beasts &amp; where can we find them? How can we help nature? Diversity &amp; what it means.</p> <p><u>Skill:</u> - Developing listening and attention through listening to stories attentively &amp; learn how to respond with questions to clarify. - Use actions &amp; comments during both whole class &amp; small group discussions. - Follow &amp; hold Conversations &amp; discussions, listen and respond to each other. - Use new vocabulary in discussions. - Introduce talking partners.</p> <p><u>Vocab:</u> Our world, environment, bugs, minibests, insects, legs, wings, antennae, body, spots, diversity.</p>	<p><u>Story/topic focus:</u> Oceans, under the sea animals &amp; creatures, respect our world, telling the truth &amp; being honest.</p> <p><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 &amp; poems. - Express own ideas &amp; feelings from their experiences using full sentences. Use past, present &amp; future tenses. - Use conjunctions with support. - Use new vocabulary in discussions.</p> <p><u>Vocab:</u> Ocean, sea, caves, shells, sand, cliff, pebbles,</p>
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<p><u>Vocab:</u> Family names and roles, place names, colours, feelings &amp; empathy/kindness words.</p>	<p>home, actions, events, order, sequence, positional language (see above), Resilience, strength, journeys, travel.</p>				<p>underwater, rock pools, waves, tides, travelling, lighthouse, coast, honesty.</p>
<p><b><u>Expressive Arts &amp; Design:</u></b> <b><u>Knowledge:</u></b> - Know that paint, colours &amp; materials can be used to create a piece of artwork.  <b><u>Skill:</u></b> <b>ART</b> - Develop creativity when exploring art materials. - Create pictures/art for meaning/purpose using different paintbrushes. <b>DT</b> - Complete strong structures using different materials, describe uses and how they feel, gross motor scissor skills.</p>	<p><b><u>Expressive Arts &amp; Design:</u></b> <b><u>Knowledge:</u></b> - Know that materials, colour, texture and 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.  <b><u>Skill:</u></b> <b>Art</b> - Develop creativity and accuracy when creating pieces of work. To print with natural materials including fruit and vegetables. <b>DT</b></p>	<p><b><u>Expressive Arts &amp; Design:</u></b> <b><u>Knowledge:</u></b> - Know that materials, colour, texture and design can all be experimented with. - Understand basic food hygiene &amp; use equipment safely.  <b><u>Skill:</u></b> <b>Art</b> - Develop creativity and accuracy when creating pieces of work. - To develop sketching skills and experiment with line and tone. <b>DT</b> -Complete strong structures using different materials, describe uses</p>	<p><b><u>Expressive Arts &amp; Design:</u></b> <b><u>Knowledge:</u></b> - 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. -Know the artist <u>Georgia O Keefe</u> and identify some of her work, discussing likes and dislikes and techniques used.  <b><u>Skill:</u></b> <b>Art</b> Recreate artwork in the style of <u>Georgia O Keefe</u></p>	<p><b><u>Expressive Arts &amp; Design:</u></b> <b><u>Knowledge:</u></b> - 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.  <b><u>Skill:</u></b> <b>Art</b> - 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><u>Expressive Arts &amp; Design:</u></b> <b><u>Knowledge:</u></b> - 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.  <b><u>Skill:</u></b> <b>Art</b> - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. <b>DT</b> Complete strong structures &amp; Explore Mechanisms using</p>

<p>-Remember safety of equipment.</p> <p><b>Music</b></p> <ul style="list-style-type: none"> <li>- Create music using a variety 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> <li>- Perform songs, rhymes, poems, &amp; stories with others.</li> <li>- Move in time with the music.</li> </ul> <p><b>Val Sabin</b></p> <p>To respond to music through dance.</p>	<p>To develop sculpting skills using dough or clay</p> <ul style="list-style-type: none"> <li>- Recreate artwork in the style of <u>Piet Mondrian</u>.</li> <li>- Complete strong structures and share their creations, explaining the process they have used.</li> </ul> <p><b>Music</b></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> <li>- Recount narratives &amp; stories to their teacher &amp; peers.</li> <li>- Perform a class Nativity play to an audience (school and parents).</li> </ul>	<p>and how they feel and continue to use fine &amp; gross motor and scissor skills.</p> <ul style="list-style-type: none"> <li>- Make a basic food product by following instructions.</li> <li>- Use props to support storytelling.</li> <li>- Create music after listening 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></p> <p>To respond to music through dance.</p>	<p><b>DT</b></p> <ul style="list-style-type: none"> <li>- Complete strong structures and share their creations, explaining the process they have used.</li> <li>- Develop creativity and accuracy when creating pieces of work.</li> <li>- Weave using appropriate materials &amp; tools and create for a purpose.</li> </ul> <p><b>Music</b></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><b>DT</b></p> <ul style="list-style-type: none"> <li>- Make basic food products using 2 step instructions.</li> <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></p> <p>To respond to music through dance</p>	<p>different materials, describe uses and how they feel (lighthouses).</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 discuss changes and patterns as a piece of music develops.</li> </ul>
<p><b><u>Understanding the World: Knowledge:</u></b></p> <ul style="list-style-type: none"> <li>- Know that there are different seasons and we are in Autumn.</li> <li>- Be aware of their senses.</li> </ul>	<p><b><u>Understanding the World: Knowledge:</u></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><u>Understanding the World: Knowledge:</u></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</li> </ul>	<p><b><u>Understanding the World: Knowledge:</u></b></p> <ul style="list-style-type: none"> <li>- Know what plants need to live, grow &amp; survive.</li> <li>- Know the different parts of a plant.</li> <li>- To know how humans grow &amp; change.</li> </ul>	<p><b><u>Understanding the World: Knowledge:</u></b></p> <ul style="list-style-type: none"> <li>-Know the lifecycle of a butterfly and tadpole.</li> <li>- Know the name of an animal’s home as their habitat.</li> </ul>	<p><b><u>Understanding the World: Knowledge:</u></b></p> <ul style="list-style-type: none"> <li>- To observe how their environment differs from the environment at the coast.</li> <li>- To be introduced to new vocabulary: sea,</li> </ul>

<p>- To be able to describe toys as old and new, past and present. Use their experiences and stories they have heard in class.</p> <p><b>Skill:</b></p> <p>- Be able to explain how things change in Autumn.</p> <p>- Be able to identify things in the natural world &amp; their immediate environment.</p> <p>- Know we have different senses.</p> <p>- Use their senses for identifying objects and sounds &amp; describe them.</p> <p>- Know there are different cultures &amp; communities in this country, use experiences &amp; stories heard in class.</p>	<p>- Be able to explain how things change in winter.</p> <p>- Talk about the roles of people around them in society.</p> <p>- Understand the past &amp; present through settings, characters and events.</p> <p><b>Skill:</b></p> <p>- Explain about their immediate environment from observations, discussions, Non-fiction texts and maps.</p> <p>- To be able to discuss similarities and differences between planets.</p> <p>- To be able to make observations and drawings of their school.</p> <p>- Explain similarities &amp; differences between this country &amp; compare to life in other countries.</p> <p>- Understand important processes &amp; changes in the natural world around them – Seasons, changing states of matter.</p>	<p>be changed when heated/cooled.</p> <p>- To investigate different materials and identify materials according to whether they are natural or manmade.</p> <p>- Understand that items float and sink.</p> <p>- Know that there are different seasons throughout the year.</p> <p><b>Skill:</b></p> <p>- Know which materials are best for building certain objects/buildings and explain why (3 little pigs).</p> <p>- Be able to explain the changes in matter when changing temperature.</p> <p>- Identify the changes that occur in Winter to Spring.</p>	<p>- Notice changes in humans from a baby to an adult.</p> <p><b>Skill:</b></p> <p>- Be able to explain the life cycle of a plant.</p> <p>- Can observe the natural environment around them.</p> <p>- Recall what a plant needs to grow.</p> <p>- To be able to describe how we grow and develop from babies to adults &amp; compare to our growth/change stories and plants.</p> <p>- Know different parts of the body.</p> <p>- Know how we can keep ourselves healthy.</p> <p>-Discuss differences between countryside and the city.</p> <p>-Make comparisons between England and Africa.</p>	<p>- Know the habitats of common garden minibeasts.</p> <p>- Identify correct materials to make a bug hotel.</p> <p><b>Skill:</b></p> <p>- To observe the natural environment around them.</p> <p>- To look at contrasting environments.</p> <p>- Explore the natural world around them, make observations &amp; draw pictures of animals and plants.</p> <p>- Understand how the natural world is changing and how humans affect this.</p> <p>- Discuss different climates and temperatures.</p> <p>-Compare England and the Serengeti.</p> <p>-Be able to draw simple maps.</p>	<p>sand, cliff, tide, beach, pebbles, waves, weather.</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 and erosion.</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 through discussion the possible</p>
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<p><b>Literacy:</b></p> <p>Baseline assessment Name writing Family names Letter formation</p>	<p><b>Literacy:</b></p> <p>Segmenting CVC words Passports Brown Bear books Independent writing</p>	<p><b>Literacy:</b></p> <p>Lists Instructions Sorry letter Wanted poster Sequencing/order</p>	<p><b>Literacy:</b></p> <p>Diary Thank you Letters Instructions Simple punctuation</p>	<p><b>Literacy:</b></p> <p>Life cycle writing Minibeast hunt I can books. Create own information books. Sentence writing</p>	<p><b>Literacy:</b></p> <p>Consolidate sentence writing. Instructions Holiday lists Postcards</p>
<p><b>Mathematics: Maths No problem scheme:</b> Number &amp; 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 &amp; Measure – Comparing &amp; Ordering, Time, 2D Shapes, Positional Language.</p>		<p><b>Mathematics: Maths No problem scheme:</b> Number &amp; Pattern – Counting, ordering, Addition, comparing, patterns up to 10 such as odds, evens, doubles. Shape, Space &amp; Measure – Measuring lengths &amp; Heights, Capacity – developing language, 2D shapes, 3D shapes.</p>		<p><b>Mathematics: Maths No problem scheme:</b> Number &amp; Pattern – Counting on to Add, Counting forwards &amp; backwards, counting to 20, compare quantities to 10, Doubling, Halving &amp; Sharing, odds &amp; Evens, Data, Word problems, review all Number learning. Shape, Space &amp; Measure – Mass, Volume &amp; Capacity, Money, review all Shape &amp; Space learning.</p>	
<p><b>Physical Development:</b> <b>Skill: Val Sabin</b> <b>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> <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>Physical Development:</b> <b>Skill: Val Sabin</b> <b>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> <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>Physical Development:</b> <b>Skill: Val Sabin</b> <b>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> <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>Physical Development:</b> <b>Skill: Val Sabin</b> <b>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> <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>Physical Development:</b> <b>Skill: Val Sabin</b> <b>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> <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>Skill: Val Sabin</b> <b>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> <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><u>Multi skills:</u></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 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>Move with confidence and safety</li> </ul> <p><b><u>Fine Motor Skills:</u></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 -Use cutlery correctly</p>	<p><b><u>Multi skills:</u></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 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>Move with confidence and safety</li> </ul> <p><b><u>Fine Motor Skills:</u></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 -Use cutlery correctly</p>	<p><b><u>Multi Skills:</u></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 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><u>Fine Motor Skills:</u></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 -Use cutlery correctly</p>	<p><b><u>Multi Skills:</u></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 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><u>Fine Motor Skills:</u></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><b><u>Multi Skills/Athletics:</u></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 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><b><u>Fine Motor Skills:</u></b></p> <p>Develop fundamental fine motor skills. 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>	<p><b><u>Multi Skills/Athletics:</u></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 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> <li>Watch and comment on their own and others performance.</li> </ul> <p><b><u>Fine Motor Skills:</u></b></p> <p>Develop fundamental fine motor skills. Gain confidence using a range of tool.</p> <p>- increased control and accuracy when using scissors. - increased accuracy when drawing.</p>
<p><b>RE Focus:</b> Branch 1 <u>Lighting the Path: Creation and Covenant.</u></p>	<p><b>RE Focus:</b> Branch 2 <u>Lighting the Path: Prophecy and Promise.</u></p>	<p><b>RE Focus:</b> Branch 3 <u>Lighting the Path: Galilee to Jerusalem.</u></p>	<p><b>RE Focus:</b> Branch 4 <u>Lighting the Path: Desert to Garden.</u></p>	<p><b>RE Focus:</b> Branch 5 <u>Lighting the Path: To the Ends of the Earth.</u></p>	<p><b>RE Focus:</b> Branch 6 <u>Lighting the Path: Dialogue and Encounter.</u></p>

<p><u>Genesis</u> – the origin of our World.</p> <ul style="list-style-type: none"> <li>-God made our beautiful World and everything in it.</li> <li>-God made me, God made each one of us, God loves us all.</li> <li>-Celebrate and look after God’s beautiful World (Stewardship).</li> <li>-The sign of the cross and prayer.</li> <li>- We are part of a family through God’s love.</li> <li>-We enter God’s family, the church, through <u>Baptism</u>.</li> </ul> <p><u>Other Faith:</u>  <u>Judaism</u> -Hannukah  Signs and symbols of  Baptism</p>	<p><u>The Annunciation</u> – God sent Jesus, Mary was chosen.</p> <ul style="list-style-type: none"> <li>- <u>Advent</u> – a time to prepare for Jesus.</li> <li>- To look forward to celebrating the birthday of Jesus, the tradition of the crib to tell us the story of Jesus’ birth.</li> <li>- <u>The birth of Jesus</u> and <u>The Shepherds visit the Manger</u>.</li> <li>- To be familiar with the Christmas story.</li> <li>- Advent traditions.</li> <li>- God sent Jesus to love us all.</li> </ul>	<ul style="list-style-type: none"> <li>-Story of when the Magi visit Jesus.</li> <li>-Thank God for the gift of his special son, he loves everyone, he was born for everyone.</li> </ul> <p><u>Parables:</u>  Jesus’ miracles – feeding of the five thousand.  The Good Samaritan.</p> <p><u>The Glory Be prayer.</u></p>	<ul style="list-style-type: none"> <li>-To recognise Lent as a time of preparation for Easter.</li> <li>- <u>Lent</u> is a time of growth &amp; to be more like Jesus.</li> <li>-A time of change.</li> <li>-To understand <u>Easter</u> as both a happy and sad time.</li> <li>-To understand the significance of Shrove Tuesday, Ash Wednesday, Palm Sunday, Good Friday and Easter Sunday.</li> </ul>	<ul style="list-style-type: none"> <li>-To understand The Ascension and Pentecost.</li> <li>- To know we are a community and a family and be able to spread the Good News.</li> <li>- To understand Jesus’ friends and our friends in the Church and Sunday as a special day to celebrate.</li> <li>- To understand the importance of the Presentation in the Temple.</li> <li>- To care for all people around the World and understand Solidarity.</li> </ul>	<ul style="list-style-type: none"> <li>-To understand other faiths -Islam and Judaism.</li> <li>-To understand the special objects of each faith.</li> <li>-To know how important people in our church show that they are friends of Jesus.</li> <li>-To recall the Creation story.</li> <li>-To know how to use prayer.</li> </ul>
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