

RE

Creation and Covenant

- Know and understand why and when we use the sign of the cross
- To know God made each one of us and he loves each one of us as a unique person.
- Listen to and retell The Story of Creation
- Know that God made a wonderful world and what God creates is Good
- To celebrate God's beautiful world.
- To know that the Pope told us to look after the world in a letter called Laudato Si
- To know that God made us and he made us perfect in design

Communication and Language

- Introduction to the larger class, learning new names and making friends
- To sit still and listen to the teacher for short amounts of time and to know to raise their hand if they would like to speak when on the carpet
- Share with the class different languages they speak, find similarities and differences
- To respond to questions and develop a back and forth communication style with peers.
- Introduction of the class teddy, Bernard, and begin class show and tell.

Personal, Social and Emotional Development

- Introduction to the larger class, learning new names and making friends
- To know what it means to be unique.
- Explore different emotions and feelings
- Experience different family structures and share their own family structures
- To explore the different similarities and differences between themselves and their friends
- Independently taking themselves to the toilet, hand washing, getting a drink

Physical Development

- Opportunity to explore what their hands can do through a range of fine motor activities
- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
- Develop the foundations of a handwriting style
- Develop skills they need to manage the school day successfully: lining up, queuing at mealtimes and sitting on the carpet with crossed legs
- Changing for PE lessons
- Experiencing formal PE lessons
- Develop gross motor skills of climbing and balance in the outdoor learning area

Autumn 1 - All About Me

Literacy

- To recognise their own name
- To write their own name
- To start Phase 2 phonics
- Begin to take home very first home readers and share stories at home
- To begin to independently read and write CVC words.
- Introduce the key vocabulary - 'I am...' 'I can...' as sentence structure
- To enjoy playing in the finger gym to improve handwriting and letter formation

Mathematics

- To Match pictures and objects
- Explore sorting techniques and create sorting rules
- Compare amounts
- Explore simple patterns
- Copy and continue simple patterns
- Find 1, 2 and 3
- Subitise 1, 2 and 3
- Represent 1, 2 and 3
- 1 more and 1 less
- Composition of 1, 2 and 3

Understanding the World

- To know who is in their family and share with their friends
- To know about different family structures
- To be able to name the body parts and locate them on their own and their friends bodies
- To explore senses
- To explore the local area and compare their journeys to school with their friends

Expressive Arts and Design

- To explore a range of different materials and mediums to create independent art pieces.
- To gain increased scissor skills whilst cutting out pictures in the creative area
- To begin to investigate colour mixing
- To make large pieces of art using printing skills
- To create their own self portrait

RE

Prophecy and Promise

- To know that Mary was going to have a baby.
- To know his name will be Jesus (Lk 1:26-31, 38).
- Know that Jesus was born in Bethlehem (Lk 2:4-7).
- Learn about how the shepherds hurried to see Mary and Joseph and baby Jesus (Lk 2:8-20).
- To learn about the Annunciation (Lk 1:26-31, 38).
- To know the Nativity (Lk 2: 4-7) story and perform this on stage to friends and family
- To know that the Shepherds visit the manger (Lk 2:8-20)

Communication and Language

- To learn the story Lost and Found and play with the characters to retell the story in the small world area of the classroom.
- To take part in rehearsals and preform the nativity to the school and parents/guardians
- To create, preform and film their own weather report about the winter weather.
- To explore the story The Runaway Iceberg and enjoy retelling the story to their friends.

Personal, Social and Emotional Development

- Discuss snowflakes and talk about how each snowflake is unique. Learn the word 'unique' and what it means. Discuss how are we unique and what makes us special and different to others.
- Children build igloos from sugar cubes. They use resilience and perseverance if the igloo collapses.
- Using story 'he Runaway Iceberg, the children imagine how Gaspar and Rossi may feel at different points of the story. They can relate these feelings to the times they may have sent the same in their own lives.

Physical Development

- Continued opportunities to explore what their hands can do through a range of fine motor activities
- Continuing to use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
- Develop the foundations of a handwriting style
- Children to use the ice and snow to practice their fine motor skills such as chiselling ice to rescue small world items, building an igloo ect.
- Children to continue PE lessons based in the Lancashire Curriculum.

Autumn 2 - Let it Snow!

Literacy

- To continue to Phase 2 phonics progressing onto learning the beginning few digraphs
- To anticipate the key points in a story and know the different parts of a book
- To continue to independently read and write CVC words
- To become more confident using the key vocabulary - 'I am...' 'I can...' as sentence structure

Mathematics

- Identify, name and compare circles and triangles
- Describe position
- Find 4 and 5
- Subitise 4 and 5
- Represent 4 and 5
- Find 1 more 1 less
- Composition of 1-5
- Identify and name shapes with 4 sides
- Combine shapes with 4 sides

Understanding the World

- To understand where the cold countries in the world are on a world map
- To learn about the landscape, environment and weather of the South Pole
- Learn about the animals which are found in the South Pole and to be exposed to the ideas of adaptation.
- Explore changes of state related to ice and water

Expressive Arts and Design

- To use a range of different materials and mediums to create independent art pieces.
- To work as a class to create a class sleigh which will help us to travel to the South Pole.
- To gain increased scissor skills
- To colour mix with support
- To take part in Music lessons based on the scheme Charanga for music

RE

Galilee to Jerusalem

To know:

- That the Wise Men visit Jesus (Matt 2:1-12).
- The story of Jesus welcomes the little children (Mk 10:v16).
- The story of Jesus blesses the little children (story retold).
- The visit of the Magi (Matt 2:1-12).
- The feeding of 5000 (Jn 6:1-14) and retell the story
- That Jesus was born for everyone

Communication and Language

- Take turns to ask questions to the weekly visitors/ on visits to the people who help us and how they help us.
- Lots of opportunities to role play the different emergency services with a variety of different costumes and role play areas.
- Opportunities to share times with the class where they have used the emergency services in their own lives and how they have helped them.

Personal, Social and Emotional Development

- Through the people who help us role play children to practice helping each other and supporting one another through the role play of the emergency services.
- Children to create thank you cards from the people who help them in the local community.
- Discussions of how the children can help themselves without the support of adults on a daily basis.
- To discuss germs when learning about Florence Nightingale and how to keep safe and clean.

Physical Development

- Continued opportunities to explore what their hands can do through a range of fine motor activities
- Continuing to use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
- Develop their handwriting style through daily letter formation sessions
- Build emergency service vehicles through large scale modelling with a variety of different building materials.
- Use balance bikes and emergency service costumes to create their own emergencies and use the balance bikes to respond to these.

Spring 1 - People Who Help Us

Literacy

- To progress onto Phase 3 phonics.
- To begin more formal literacy lessons, enjoying stories as a class and becoming immersed in story lines.
- Enjoy learning about the people who help us through a range of stories featuring the people who help us.
- Beginning to write sentences about the people who help us.
- Write for a purpose, letters of thanks, invitations ect.

Mathematics

- Introduce zero
- Find, Subitise and represent 0 - 5
- Find 1 more and 1 less
- Explore and compare mass
- Find a balance
- Explore and compare capacity
- Find, represent & compose 6, 7 & 8
- Make pairs - odd and even
- Doubles to 8
- Combine two groups
- Conceptual subitising

Understanding the World

- Weekly visits/trips from the people who help us including a nurse/doctor, police officer, postal worker, librarian and engineer.
- To learn about road safety and when taking a trip to the library practice these skills as a class.
- Discuss stereotypes through the story Charlie the Firefighter.
- Discuss the changes within nursing through the study of Florence Nightingale and make comparisons to a modern day nurse.

Expressive Arts and Design

- To use a range of different materials and mediums to create independent art pieces.
- To gain increased scissor skills whilst cutting out pictures in the creative area
- To colour mix independently.
- Create large scale junk models of emergency vehicles.
- To create a lamp when learning about Florence Nightingale.

RE

Desert to Garden

To Know:

- Lent is a time to care for others.
- Jesus died on a cross. It is a sad time.
- Jesus was given new life by God his Father. Jesus rose and everyone celebrates.
- Love God and love everyone (great commandment).
- A simplified version of key events of Holy Week, especially Good Friday and Easter Sunday (to enable pupils to recognise key events).
- The Great Commandment (Lk 10:25-28).
- Jesus died on a cross.
- Jesus rose and we celebrate.

Communication and Language

- Children create their own superheroes masks with their own superhero powers on. They then are encouraged to use these to roleplay the superhero stories that they have learnt within English lessons.
- Lots of focus on new vocab that the children discover through the superhero stories e.g. invisibility
- Superhero phones to be available for the children to 'ring a superhero' to discuss their problems and how to solve their problems.

Personal, Social and Emotional Development

- The children spend time discussing their own unique qualities and 'superpowers'.
- Lessons about superhero powers such as kindness and thankfulness and how we can be everyday superheroes everyday.
- Class collaborative projects to build on teamwork and sharing skills including making a class superhero cape.

Physical Development

- Continued opportunities to explore what their hands can do through a range of fine motor activities.
- Continuing to use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
- Develop the foundations of a handwriting style through daily letter formation sessions and weekly formal handwriting lessons.
- Weekly 'superhero tasks' are set for the superheroes (children) to complete. These are mainly gross motor skill based and often involve team work to solve. EG. Can you work together to remove the hoop from the tower.

Spring 2 - Superheroes

Literacy

- To complete a unit of work based on the story Supertato by Sue Hendra. Use Talk4Writing techniques to learn the story and recite as a class using actions and role play.
- Enjoy discovering the mischief that the Evil Pea gets up to causing chaos in the classroom. Use this excitement to create writing and story telling opportunities.
- Become more independent when writing and segmenting word to spell.

Mathematics

- Explore and compare length
- Explore and compare height
- Order and sequence time
- Compare, represent and compose numbers to 10
- Conceptual subitising to 10
- 1 more and 1 less
- Number bonds to 10
- Doubles to 10
- Explore even and odd
- Recognise, find, use & name 3-D shapes
- Identify, copy & continue patterns

Understanding the World

- To learn about the force of magnetism and what materials are magnetic and not.
- Each week the children focus on a different 'superhero', For example:
 - ⇒ David Attenborough
 - ⇒ Sir Tom Finney
 - ⇒ Amelia Earhart
- Learn about what a healthy meal is for superhero.

Expressive Arts and Design

- To use a range of different materials and mediums to create independent art pieces.
- To gain increased scissor skills whilst cutting out pictures in the creative area.
- To colour mix independently.
- One of the 'superheroes' that the children study weekly during this half term is the artist Kandinsky. Children study his work and create their own pieces based on his art.

RE

To the Ends of the Earth

To know:

- Jesus went back to his Father.
- He sent a special friend, the Holy Spirit, to look after us.
- Story of Pentecost (Simple Telling).
- The early Christian community (Acts 2:42-47).

Communication and Language

- Children to learn and use a wide range of vocabulary to describe different methods of transport.
- Learn the song, 'The Wheels on the Bus'. Children to join in with the song and think of their own sound effects and actions.
- A variety of different transport related role play where children play together and are encouraged to talk about where they might go and what they would like to see on their journey.
- Take part in show and tell about a trip or a journey they have been on and share with the class

Personal, Social and Emotional Development

- Children to work together to clean larger wheeled toys. They will use buckets of soapy water and sponges to clean, collaborating together to create a car wash.
- Children to work together in groups to build a train, bus or another vehicle. children to find ways to work together to build and decorate their model and work towards their shared goal.
- Talk about road safety. Encourage children to talk about how to keep themselves safe around roads and vehicles

Physical Development

- Continued opportunities to explore what their hands can do through a range of fine motor activities.
- Continuing to use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
- Develop the foundations of a handwriting style through daily letter formation sessions and weekly formal handwriting lessons.
- The children create their own large scale map using chalk on the play ground. They then use the balance bikes to navigate through the map and through the town they have created.

Summer 1 - Vehicles and Transport

Literacy

- Various writing opportunities around the books
 - ⇒ The Naughty Bus
 - ⇒ The Train Ride
 - ⇒ Bug's Big Trip
- Enjoy discovering the mischief that The Naughty Bus gets up to causing chaos in the classroom. Use this excitement to create writing and story telling opportunities.
- Enjoy sequencing stories and retelling their own made up stories together with friends.

Mathematics

- Build numbers beyond 20
- Continue patterns beyond 20
- Verbal counting beyond 20
- Verbal counting patterns
- Add more
- Take away more
- Select shapes for a purpose
- Rotate and manipulate shapes
- Explain shape arrangements
- Compose and decompose shapes
- Find 2-D shapes within 3-D shapes

Understanding the World

- Create maps for their friends to use to take vehicles to different destinations of their choosing.
- Adult led whole class role play day. The children will take an 'aeroplane' to Paris and learn about French culture and geography.
- Talk about similarities and differences between modern types of transport and those used in the past.
- Explore friction using a toy train and this Science Experiment. Encourage children

Expressive Arts and Design

- To use a range of different materials and mediums to create their new transportation invention.
- To use their increased fine motor skills to create large scale junk modelling structures of different modes of transport.
- To colour mix confidently
- To be able to choose the equipment required to create their own art pieces independently e.g. apron, connecting methods and design.

RE

Dialogue and Encounter

To know:

- Friends of Jesus: Hear a simple life of St Peter and St Paul, friends of Jesus (linking to their feast day).
- Invite someone in from the local parish to talk about their faith and why it matters to them to be a friend of Jesus.
- Explore a range of pictures of Jesus from a non-European tradition.

Communication and Language

- The children will listen carefully to the visitors when they come in to share the different stages of life that they are in. They will be encouraged to ask questions to the visitors.
- Children to bring in some photos of them as a baby/toddler and share these with the class whilst discussing how they have changed / learnt since then.
- Children to create a museum all about ducks and create a variety of exhibits to share with the larger school and their families.

Personal, Social and Emotional Development

- To look after and care for duck eggs and ducklings.
- Understanding life changes and growing up.
- Class discussions about what they would like to be when they grow up.
- Children to bring in pictures from when they were little and share with the class how they have changed and developed.
- Transition experiences to Year 1 and opportunities to meet their new class teacher from September.

Physical Development

- Continued opportunities to explore what their hands can do through a range of fine motor activities.
- Continuing to use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
- Develop the foundations of a handwriting style through daily letter formation sessions and weekly formal handwriting lessons.
- Take part in practicing and competing in the whole school sports day.

Summer 2 - Growing up and Changing

Literacy

- To progress onto Phase 4 phonics.
- To enjoy writing based on their cross-curricular experiences when hatching duck eggs, watching caterpillars grow into butterflies and worms in the wormery.
- To write for an audience creating informative writing for the exhibits within the class museum.
- Read The Perfect Ribbit and create their own mini books about the life cycle of a frog.

Mathematics

- Sharing and exploring grouping
- Grouping even and odd
- Play with and build doubles
- Identify repeating patterns
- Create & explore own pattern rules
- Replicate and build scenes and constructions
- Visualise from different positions
- Describe positions
- Give instructions to build
- Explore mapping
- Represent maps with models
- Create own maps of familiar places
- Create own maps and plans from story situations

Understanding the World

- Hatching and looking after duck eggs and learning about the life cycle of ducks and other animals
- Visits from a baby, a toddler and an older child as well as an elderly visitor to discuss changes within the life cycles of humans.
- Learn about childhood in the past and how childhood is different now from in the past.

Expressive Arts and Design

- To use a range of different materials and mediums to create independent art pieces.
- To gain increased scissor skills whilst cutting out pictures in the creative area
- To colour mix with support
- To create a self portrait and make comparisons to their self portraits at the beginning of the year. Discuss the changes in themselves and their art skills from the beginning of the year.