



St Gregory's Catholic Academy Reception Long Term Plan

Communication and Language						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	All About Me	Celebrations	Role Models	What's Hatching?	Extreme Earth	Mysteries of the Deep
Development Matters	<p>The development of children's spoken language is fundamental and supports all seven areas of learning and development. From an early age, back-and-forth interactions play a vital role in building the foundations for both language and cognitive development. The frequency and quality of conversations children experience with adults and their peers in a language-rich environment are key.</p> <p>Practitioners can support this by tuning into children's interests, commenting on their play, and extending their language by modelling new vocabulary and building on what they say. Regularly sharing stories, non-fiction texts, rhymes and poems, while actively engaging children in these experiences, helps to develop a love of language.</p>					
Intervention Strategies	Early Talk Boost					
Topic Texts	The Colour Monster In my Heart In Every House on Every Street You Choose The Family Book Hey you! – Black History	Bonfire Night – sparks in the sky Binny's Diwali Threadbear The Snowman Cinderella The story of Hanukkah The Nativity	Peace at Last Zog and the Flying Doctors What does it mean to be kind? Busy People series (Doctors, firefighters and police officers) Whatever Next?	The Little Red Hen Mr Wolf's pancakes Dinosaur non-fiction texts How to grow a dinosaur Dinosaur poems	Here we are The Tiny Seed Mad about Mini-Beasts Tad Tadpole's Promise Insect/lifecycle non-fiction texts Atlas – non-fiction	Pirates Love Underpants The Snail and the Whale Penguin on Holiday Under the Same Sky Stories from around the world

Topic vocabulary	Community, school, family, unique, special, home, house, parent, mother, father, feelings, happy, sad, scared, upset, worried, excited, friend, love	Bear, castle, Cinderella, Fairy tale, goat, king, queen, prince, princess, Snow White, story, troll, wicked stepmother, wolf, woodland, cottage	Community, help, care, look after, job, planet, sleep, stars, sun, moon, Earth, night	Carnivore, crocodile, dinosaur, extinct, fossil, herbivore, palaeontologist, prehistoric, reptile, shark, stegosaurus, triceratops, tyrannosaurus, velociraptor	Habitats, countries, Animal, antennae, butterfly, flower, insect, leaf, leg, petal, plant, root, shell, soil, stem, sunflower, sunglasses, sun hat, sunlight, warmth, water, wing, lifecycle	Aeroplane, animal, boat, bus, car, desert, jungle, Earth, forest, globe, habitat, land, map, mountain, ocean, plant, river, sea, train, travel, weather, woodland,
St Gregory's Text Travel's Reading Spine	Lost and Found Little Rabbit Foo Foo The Three Little Pigs -	Mr Big Cinderella Goldilocks and the Three Bears	We're going on a bear hunt Ness the Nurse (Poem book) How to Catch a Star Whatever Next Aliens Love Underpants	If I had a dinosaur Dear dinosaur Tyrannosaurus Drip	Here We are Rapunzel Monkey Puzzle The Very Hungry Caterpillar Katie and the Sunflowers	The Pirates are Coming! Coming to England – Black History - Windrush Only One You
St Gregory's Text Travel's Nursery Rhymes	The Grand old duke of York I'm a little Teapot Hot Cross Buns	Jack and Jill Dingle Dangle scarecrow Goosey Goosey Gander	The Grand old duke of York I'm a little Teapot Hot Cross Buns	Jack and Jill Dingle Dangle scarecrow Goosey Goosey Gander	The Grand old duke of York I'm a little Teapot Hot Cross Buns	Jack and Jill Dingle Dangle scarecrow Goosey Goosey Gander

Physical Development

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	All About Me	Celebrations	Role Models	What's Hatching?	Extreme Earth	Mysteries of the Deep
Physical Development – Development Matters	Physical development is essential for children's health and learning. In line with <i>Development Matters</i> , children develop gross and fine motor skills through active, play-based experiences. Gross motor skills are developed through activities such as climbing, balancing and running, building strength, coordination and spatial awareness. Fine motor skills are strengthened through small world play, construction, mark-making and using tools, supporting hand-eye coordination and early writing (<i>Development Matters: developing movement skills and using one-handed tools</i>). With regular practice and adult support, children build confidence, control and independence in their physical development.					

Fine motor provision	<p>Continuous Provision:</p> <p>Fine motor & manipulation</p> <ul style="list-style-type: none"> • Peg boards • Threading • Jigsaws • Lego • Playdough <p>Mark-making & early writing</p> <ul style="list-style-type: none"> • Chalks • Letter and number formation dot marker sheets <p>Creative area</p> <ul style="list-style-type: none"> • Creative table: paints, scissors, pens/pencils, junk modelling, string, tape <p>Tools & construction</p> <ul style="list-style-type: none"> • Cutting straight lines • Wood-working bench 	<p>Continue previous provision activities plus</p> <p>Fine motor & manipulation</p> <ul style="list-style-type: none"> • Name writing • Line tracing <p>Mark-making & early writing</p> <ul style="list-style-type: none"> • Letter and number formation <p>Creative area</p> <ul style="list-style-type: none"> • Guided drawing: Santa, Christmas tree • DT week – making a snowflake <p>Tools & construction</p> <ul style="list-style-type: none"> • Cutting along curved lines 	<p>Continue previous provision activities plus</p> <p>Fine motor & manipulation</p> <ul style="list-style-type: none"> • Cutting zig zag lines <p>Mark-making & early writing</p> <ul style="list-style-type: none"> • Action/CVC word writing <p>Creative area</p> <ul style="list-style-type: none"> • Guided drawing: stars, fire engines 	<p>Continue previous provision activities plus</p> <p>Creative area</p> <ul style="list-style-type: none"> • Guided drawing: dinosaurs <p>Tools & construction</p> <ul style="list-style-type: none"> • Cutting complex shapes (e.g. dinosaur) 	<p>Continue previous provision activities plus</p> <p>Mark-making & early writing</p> <ul style="list-style-type: none"> • Chalks shadow drawing <p>Creative area</p> <ul style="list-style-type: none"> • Guided drawing: flowers • Nature collage pictures 	<p>Continue previous provision activities</p> <p>Mark-making & early writing</p> <ul style="list-style-type: none"> • CVC words, high frequency words <p>Creative area</p> <ul style="list-style-type: none"> • Guided drawing: Sealife
Gross motor provision	<p>Tummy Time</p> <p>Continuous provision: Pedal and balance bikes Obstacle Course Sand and Water Construction equipment Outdoor equipment to include: balls, scarves, bats, cones, tunnels, hoops</p>	<p>Tummy Time</p> <p>Continue previous provision activities</p> <p>Further activities: Firework dancing</p>	<p>Tummy Time</p> <p>Continue previous provision activities</p> <p>Walking on the moon</p>	<p>Tummy Time</p> <p>Continue previous provision activities</p> <p>Further activities: Walk like a dinosaur,</p>	<p>Tummy Time</p> <p>Continue previous provision activities</p> <p>Further activities: Den building Digging and planting</p>	<p>Tummy Time</p> <p>Continue previous provision activities</p> <p>Further activities: Sports day practice</p>

PE Lesson Skills	Gymnastics	Dancing	Gymnastics	Ball skills	Games	Olympics
Intervention strategies	Fine motor intervention, handwriting intervention, referral to occupational therapy					

Literacy

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	All About Me	Celebrations	Role Models	What's Hatching?	Extreme Earth	Mysteries of the Deep
Literacy - Development Matters	It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)					
Intervention Strategies	Read Write Inc 1:1 tutoring sessions, handwriting practise					
Read Write Inc Phonics	Whole class phonics, small group letter formation and Fred talk games/word time 1-4 Wk 1 Teach MTYT and silent signals Wk 2 – teach masdt Wk 3 – teach inpgo Wk 4 – teach ckubf Wk 5 – teach elhrj Wk 6 – teach vywzx - assess Wk7- teach sh, th, ch qu Wk 8 -teach ng & nk	Differentiated groups, teach unknown sounds, review sounds, teach unknown sounds, word time, fred talk for spelling.	Differentiated groups, word time, ditties, RWI books and writing. Whole class phonics – teach set 2 Wk 1 – ay, ee Wk2 – igh, ow Wk3 – oo, oo Wk 4 - or, air Wk 5 – ir, ou Wk 6 – oy/oi Wk 7 – review and assess	Differentiated groups, teach unknown sounds, review sounds, teach unknown sounds, word time, fred talk for spelling.	Differentiated groups, teach unknown sounds, review sounds, teach unknown sounds, word time, fred talk for spelling.	Differentiated groups, teach unknown sounds, review sounds, teach unknown sounds, word time, fred talk for spelling.
Literacy Teaching	Autumn		Spring		Summer	
	Reading <ul style="list-style-type: none"> Listening to and joining in with familiar stories Understanding print has meaning (holding books correctly, turning pages) Recognising some sounds (beginning phonics) Blending simple sounds orally (e.g. c-a-t) 		Reading <ul style="list-style-type: none"> Recognising and saying more phonemes Blending sounds to read simple CVC words Beginning to read simple captions/sentences Recognising some tricky words Talking about what they have read Writing		Reading <ul style="list-style-type: none"> Reading simple sentences independently Using phonics confidently to decode Reading some common exception words Showing understanding of what they read Retelling stories in their own words 	

	<ul style="list-style-type: none"> • Recognising own name <p>Writing</p> <ul style="list-style-type: none"> • Giving meaning to marks (early mark-making) • Writing own name (or beginning to) • Developing pencil grip and control • Beginning to write some letters (often from name) • Oral rehearsal of simple sentences <p><i>Focus: foundations, oracy, early phonics</i></p>	<ul style="list-style-type: none"> • Writing recognisable letters (mostly correctly formed) • Writing simple CVC words using phonics • Beginning to write short phrases/sentences • Using finger spaces (with support) • Re-reading what they have written <p>Focus: applying phonics to read and write</p>	<p>Writing</p> <ul style="list-style-type: none"> • Writing simple sentences independently • Using capital letters and full stops (beginning to) • Spelling words using phonics (plausible attempts) • Writing for different purposes (stories, labels, captions) • Beginning to write short sequences of sentences <p>Focus: independence and fluency</p>			
Reading at home	<p>All children will visit the school library once a week to choose a book to share at home with their parent or carer. Children will also be given a simple home learning activity linked to their chosen book to support discussion, understanding and enjoyment of reading.</p> <p>In addition, children will visit the Mobile Library once a month, where they will have the opportunity to listen to a story and choose a book to borrow and share at home.</p> <p>To further promote a love of reading, children will be entered into the whole-school reading raffle which is drawn every half term for children who have earned raffle tickets through enjoying reading at home. Children are encouraged to share stories with their adults at home talk about what they have read and record their experience, helping to build confidence and positive reading habits.</p>					
	Single sound books Library book to share with an adult	Sound blending books 6-10 Library book to share with an adult	Ditties and differentiated book bag books Library book to share with an adult	Ditties and differentiated book bag books Oxford reading tree to share with an adult	Ditties and differentiated book bag books Library book to share with an adult	Ditties and differentiated book bag books Library book to share with an adult
Key Foundational Literacy Skills	<p>Speaking and Listening (Oracy) Listening attentively and responding appropriately</p> <ul style="list-style-type: none"> • Speaking in full sentences • Learning and using new vocabulary • Retelling stories and sharing ideas <p>Phonological Awareness</p> <ul style="list-style-type: none"> • Hearing and identifying sounds in words • Recognising rhyme and rhythm • Blending sounds orally (e.g. c-a-t) 					

- Beginning to segment words into sounds

Phonics (Decoding)

- Learning letter–sound correspondences
- Blending sounds to read words
- Recognising some common exception (tricky) words
- Beginning to read simple sentences

Comprehension

- Understanding what has been read or heard
- Talking about characters, events and ideas
- Predicting what might happen next
- Linking stories to their own experiences

Early Writing (Transcription)

- Developing pencil grip and fine motor control
- Forming letters correctly
- Spelling words using phonics (plausible attempts)
- Writing words, captions and simple sentences

Composition (Writing for meaning)

- Saying a sentence before writing it
- Writing for a purpose (labels, lists, stories)
- Re-reading and talking about their writing

Print Awareness

- Knowing how books work (left to right, page turning) and understanding that print carries meaning
- Recognising own name and familiar words

Maths

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	All About Me	Celebrations	Role Models	What's Hatching?	Extreme Earth	Mysteries of the Deep
Mathematics - Development Matters	<p>Developing a secure understanding of number is vital in enabling children to build strong foundations for future mathematical learning. Children should confidently count, gain a deep understanding of numbers to 10, and explore the relationships and patterns within them. Through regular and varied opportunities to practise and apply this knowledge—such as using manipulatives like small objects and tens frames—children develop a solid base of understanding and mathematical vocabulary that supports mastery. In addition, the curriculum should provide rich opportunities to develop spatial reasoning across areas such as shape, space and measure. It is equally important that children develop positive attitudes towards mathematics, noticing patterns and connections, having a go, discussing their ideas with adults and peers, and feeling confident to learn through mistakes.</p>					
NCETM – Mastering number	<p>Subitising</p> <ul style="list-style-type: none"> perceptually subitise within 3 identify sub-groups in larger arrangements create their own patterns for numbers within 4 practise using their fingers to represent quantities which they can subitise experience subitising in a range of contexts, including temporal patterns made by sounds. <p>Cardinality, ordinality and counting</p> <ul style="list-style-type: none"> relate the counting sequence to cardinality, seeing that the last number spoken gives the number in the entire set have a wide range of opportunities to develop their knowledge of the counting sequence, including through rhyme and song have a wide range of opportunities to develop 1:1 correspondence, including by coordinating movement and counting 	<p>Subitising</p> <ul style="list-style-type: none"> continue from first half-term subitise within 5, perceptually and conceptually, depending on the arrangements. <p>Cardinality, ordinality and counting</p> <ul style="list-style-type: none"> continue to develop their counting skills explore the cardinality of 5, linking this to dice patterns and 5 fingers on 1 hand begin to count beyond 5 begin to recognise numerals, relating these to quantities they can subitise and count. <p>Composition</p> <ul style="list-style-type: none"> explore the concept of 'wholes' and 'parts' by looking at a range of objects that are composed of parts, some of which can be taken apart and some of which cannot explore the composition of numbers within 5. <p>Comparison</p> <ul style="list-style-type: none"> compare sets using a variety of strategies, including 'just by 	<p>Subitising</p> <ul style="list-style-type: none"> increase confidence in subitising by continuing to explore patterns within 5, including structured and random arrangements explore a range of patterns made by some numbers greater than 5, including structured patterns in which 5 is a clear part experience patterns which show a small group and '1 more' continue to match arrangements to finger patterns. <p>Cardinality, ordinality and counting</p> <ul style="list-style-type: none"> continue to develop verbal counting to 20 and beyond continue to develop object counting skills, using a range of strategies to develop accuracy continue to link counting to cardinality, including using their fingers to represent quantities between 5 and 10 	<p>Subitising</p> <ul style="list-style-type: none"> explore symmetrical patterns, in which each side is a familiar pattern, linking this to 'doubles'. <p>Cardinality, ordinality and counting</p> <ul style="list-style-type: none"> continue to consolidate their understanding of cardinality, working with larger numbers within 10 become more familiar with the counting pattern beyond 20. <p>Composition</p> <ul style="list-style-type: none"> explore the composition of odd and even numbers, looking at the 'shape' of these numbers begin to link even numbers to doubles begin to explore the composition of numbers within 10. <p>Comparison</p> <ul style="list-style-type: none"> compare numbers, reasoning about which is more, using both an understanding of the 'howmany-ness' of a number, and its position in the number system. 	<p>Subitising</p> <ul style="list-style-type: none"> continue to practise increasingly familiar subitising arrangements, including those which expose '1 more' or 'doubles' patterns use subitising skills to enable them to identify when patterns show the same number but in a different arrangement, or when patterns are similar but have a different number subitise structured and unstructured patterns, including those which show numbers within 10, in relation to 5 and 10 be encouraged to identify when it is appropriate to count and when groups can be subitised. <p>Cardinality, ordinality and counting</p> <ul style="list-style-type: none"> continue to develop verbal counting to 20 and beyond, including counting from different starting numbers continue to develop confidence and 	<p>In this half-term, the children will consolidate their understanding of concepts previously taught through working in a variety of contexts and with different numbers.</p> <p>ELG assessment activities</p>

	<ul style="list-style-type: none"> have opportunities to develop an understanding that anything can be counted, including actions and sounds explore a range of strategies which support accurate counting. <p>Composition</p> <ul style="list-style-type: none"> see that all numbers can be made of 1s compose their own collections within 4. <p>Comparison</p> <ul style="list-style-type: none"> understand that sets can be compared according to a range of attributes, including by their numerosity use the language of comparison, including 'more than' and 'fewer than' compare sets 'just by looking' 	<ul style="list-style-type: none"> looking', by subitising and by matching compare sets by matching, seeing that when every object in a set can be matched to one in the other set, they contain the same number and are equal amounts. 	<ul style="list-style-type: none"> order numbers, linking cardinal and ordinal representations of number. <p>Composition</p> <ul style="list-style-type: none"> continue to explore the composition of 5 and practise recalling 'missing' or 'hidden' parts for 5 explore the composition of 6, linking this to familiar patterns, including symmetrical patterns begin to see that numbers within 10 can be composed of '5 and a bit'. <p>Comparison</p> <ul style="list-style-type: none"> continue to compare sets using the language of comparison, and play games which involve comparing sets continue to compare sets by matching, identifying when sets are equal explore ways of making unequal sets equal. 		<p>accuracy in both verbal and object counting.</p> <p>Composition</p> <ul style="list-style-type: none"> explore the composition of 10. <p>Comparison</p> <ul style="list-style-type: none"> order sets of objects, linking this to their understanding of the ordinal number system. 	
White Rose Maths	<ul style="list-style-type: none"> Match, sort and compare Talk about measure and patterns It's me 123 	<ul style="list-style-type: none"> Circles and triangles 1,2,3,4,5 Shapes with 4 sides 	<ul style="list-style-type: none"> Alive in 5 Mass and capacity Growing 6,7,8 	<ul style="list-style-type: none"> Length, height and time Building 9 and 10 Explore 3-d shapes 	<ul style="list-style-type: none"> To 20 and beyond How many now? Manipulate, compose and decompose 	<ul style="list-style-type: none"> Sharing and grouping Visualise, map and build Make connections
Intervention Strategies	Mastering Number pre and post teaching					

Understanding the world

Understanding the world						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	All About Me	Celebrations	Role Models	What's Hatching?	Extreme Earth	Mysteries of the Deep
Understanding the World Development Matters	<p>Understanding the World involves supporting children to explore and make sense of their environment and community, as outlined in <i>Development Matters</i>. A range of first-hand experiences, such as visits and meeting key members of society, helps to build their knowledge of the world around them.</p> <p>Listening to a variety of stories, non-fiction, rhymes and poems develops children's understanding of a diverse world (<i>Development Matters: Explore the natural world around them; Talk about their family and community</i>). These experiences also build vocabulary, which supports communication and later reading comprehension.</p>					
Provision (to include but not limited to)	<p>Meeting staff in our school community/understanding How people can help us Simple map reading Talking about ourselves and our families</p>	<p>Comparing characters from stories Exploring themes such as bravery, kindness and bullying Comparing past and present How people have different beliefs and celebrations, Hanukkah/Diwali/Christmas</p>	<p>People who help us role play new year Explore the natural world: focus on space, stars, moon and sun Exploring seasons: Winter</p>	<p>Past and Present – how do we know dinosaurs existed?</p>	<p>Lifecycles: butterflies, frogs, ladybirds, chicks, plants Food chains</p>	<p>Explore and contrast life in this country and life in other countries, growing up</p>
Geography Progression of Knowledge						
Geography Knowledge Progression	Location and Place Knowledge	Physical Features and Processes		Human Interaction with the Environment	Geographical Techniques	
	<p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and poems.</p> <p>Begins to ask questions and compare features of different environments.</p> <p>Develop an understanding of the position of other countries in the world.</p> <p>Observe and compare features in the environment by pointing/looking closely.</p> <p>Name simple features e.g. trees, wall, grass etc.</p>	<p>Understand that the weather changes with the seasons (linked to walks in school/local area).</p> <p>Make observations of plants and weather in their environment and talk about changes.</p> <p>Enrich and widen children's vocabulary through the use of geographical language: forest, sea, ocean, river, road.</p> <p>Design and build small world areas.</p>		<p>Know there are different types of housing</p> <p>Make observations about their local environment e.g. park, school, home.</p> <p>Design and build small world areas.</p>	<p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Draw information from a simple map.</p> <p>Local area walks to notice features of the geographical environment.</p> <p>Use a camera or ipad to take still and moving images of the local environment.</p> <p>Add detail to a map of a familiar place – bedroom, classroom, local area.</p> <p>Use stories as a basis to draw simple maps to show journey taken.</p>	

History progression of knowledge				
	<p>Investigating the past</p> <p>Begin to make sense of their own life-story and family's history.</p> <p>Talk about the lives of the people around them and their roles in society.</p> <p>Ask questions or make remarks about illustrations in a book they are reading which may be set in the past.</p> <p>Begin to recognise that characters in a book they know acted as they did because it was a long time ago.</p>	<p>Communicating History</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>Talk about the lives of people around them and their roles in society.</p> <p>Talk, draw and write to show ideas/communicate understanding</p> <p>Sequence pictures to show time order.</p>	<p>Chronology</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Appreciate the difference between old and dirty or worn.</p> <p>Know the difference between old and new.</p> <p>Know the difference between long ago and now.</p> <p>Compare old and new objects/artefacts and be able to put up two artefacts or events in order.</p> <p>Begin to appreciate that their life is different to the lives of people in the past.</p> <p>Use words like yesterday, last week, old and new.</p>	<p>Thinking like a historian</p> <p>Comment on images of familiar situations in the past.</p> <p>Compare and contrast characters from stories, including figures from the past.</p> <p>Give a reason for why something has changed between now and the past.</p> <p>Look at or touch objects from the past and comment on appearance.</p> <p>Recognise that the past is different from today.</p>

Science Progression of knowledge						
Science	<p>Making bread</p> <p>Lost and Found – making boats – exploring floating/sinking</p> <p>Naming parts of the body</p>	<p>Exploring seasons - Autumn</p> <p>Autumn sensory walk</p>	<p>Explore the natural world: focus on space, stars, moon and sun</p> <p>Dark room sensory</p> <p>Nocturnal animals and their habitats</p> <p>Exploring seasons: Winter</p> <p>Making snowflakes</p>	<p>Food chains – looking at carnivores and herbivores</p> <p>Make your own Volcano</p> <p>Exploring seasons - Spring</p> <p>Spring sensory walk</p>	<p>Looking after animals and looking after plants</p> <p>Adult and baby animals</p> <p>Exploring seasons - Summer</p>	<p>Different environments, animals, and habitats from around the world</p> <p>Taking care of the world and our environment</p> <p>Continue exploring summer</p> <p>Making bubbles/water activities</p>

Expressive Art and Design

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	All About Me	Celebrations	Role Models	What's Hatching?	Extreme Earth	Mysteries of the Deep
Expressive Arts and Design – Development Matters	The development of children’s artistic and cultural awareness supports their imagination and creativity . It is important that children have regular opportunities to engage with the arts , enabling them to explore and play with a wide range of media and materials . The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts . The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.					
Music	Kapow- Exploring Sound Children explore how they can use their voice and bodies to make sounds, experiment with tempo and dynamic when playing instruments, identify sounds in the environment and differentiate between them.	Kapow- Celebration music Learning about the music from a range of cultural and religious celebrations, including Diwali, Hanukkah, Kwankzaa and Christmas.	Kapow-Transport Using voices, bodies and instruments to explore different types of transport, identify and mimic transport sounds and interpret and perform a simple score.	Kapow- Musical Stories A unit based on traditional childrens' tales and songs. Moving to music with instruction, changing movements to match the tempo, pitch or dynamic of the piece; understanding that music and instruments can be used to convey moods or represent characters; playing an instrument as part of a group story.	Kapow-Music and Movement Children come up with simple actions to well-known songs, learn how to move to a beat and express feelings and emotions through movement to music.	Kapow- Big band Learning about what makes a musical instrument, the four different groups of musical instruments, following a beat using an untuned instrument and performing a practised song to a small audience.

Art Teaching	Developing	Experimenting	Recording	Presenting
	<p>Explore use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Begin to use and develop skills linked to formal elements i.e. creating different types of lines, recognizing patterns, beginning to colour in shapes etc.</p> <p>Explore famous artists and artworks, taking inspiration from them into their own work.</p> <p>Use a range of small tools, including scissors, paintbrushes and cutlery.</p>	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Explore ways to mark make using a range of techniques including painting, drawing, printmaking.</p>	<p>Create collaboratively, sharing ideas, resources and skills.</p> <p>Begin to show accuracy and care when drawing.</p>	<p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Share their creations, explaining the process they have used.</p> <p>Begin to use vocabulary linked to formal elements.</p>

Cooking and Nutrition**Design**

- Designing a recipe as a class
- Designing packaging

Make

- Chopping fruit and vegetables with support
- Develop cutting, slicing, spreading, rolling, scooping, kneading through preparing simple dishes

Evaluate

- Taste different food and give opinions
- Describe some of the following when tasting food: look, feel, smell and taste

Technical Knowledge

- To know that food can be made of different ingredients
- To know that vegetables are grown
- To recognise and name some common fruits and vegetables
- To know that different food, fruits and vegetables taste different
- To know that eating fruits and vegetables is good for us
-

Mechanisms**Design**

- Design a character prop for a play/story with a simple moving part
- Design a model with moving parts using a range of construction materials

Make

- Make use of props and materials when role playing characters in narratives and stories
- Construct models with moving parts, such as lego vehicles

Evaluate

- Reflect on a finished model or product and assess if it works and moves

Technical Knowledge

To know how to make objects move through wheels and simple sliders

Structures**Design**

- Make verbal plans and material choices
- Develop a junk model
- Design through construction materials, such as lego, duplo and various building materials

Make

- Improve fine motor/scissor skills with a variety of materials.
- Join materials in a variety of ways
- Join different materials together
- Describe their junk model and how they intend to put it together

Evaluate

- Give a verbal evaluation of their own and others' junk models with adult support
- Consider what they would do differently if they were to do it again
- Describe their favourite and least favourite part of their model

Technical Knowledge

- To know there are a range of different materials that can be used to make a model and that they are all slightly different
- Make simple suggestions to fix their junk model

Textiles

- Discuss what a good design needs
- Design a simple pattern with paper
- Choose from available materials

Make

- Develop fine motor cutting skills with scissors
- Explore fine motor/threading and weaving with a variety of materials
- Explore different materials such as card, fabric, wool

Evaluate

- Reflect on a finished product and compare to their design

Technical Knowledge

- To know that a design is a way of planning our ideas before we start

Personal Social & Emotional Development

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2			
	All About Me	Celebrations	Role Models	What's Hatching?	Extreme Earth	Mysteries of the Deep			
Development Matters	<p>Children's personal, social and emotional development (PSED) is essential for supporting happy, healthy lives and underpins children's overall cognitive development. Central to this is the development of secure attachments, which shape how children understand and engage with their social world. Positive, consistent relationships with adults help children to recognise and manage their own feelings, as well as understand the emotions of others. With support, children learn to regulate their behaviour, build a positive sense of self, set simple goals, develop confidence, show perseverance and focus their attention when needed.</p> <p>Through adult modelling and guidance, children begin to take care of their own needs, including developing healthy habits and increasing independence. Opportunities to interact with others enable them to form friendships, cooperate and begin to resolve conflicts. These key skills provide a strong foundation for future learning, helping children to succeed both in school and beyond.</p>								
Catholic Social Teaching (Ongoing teaching throughout the year)	<p>Human dignity- Everyone is special The Common Good-Thinking of everyone Participation-Taking part Subsidiarity -Everyone should have a say Stewardship-Caring for God's gifts Preferential option for the poor-Putting people most in need first Solidarity -Showing we care Distributive Justice- Sharing fairly Promoting Peace- Being peacemakers</p>								
Religious Education	<p>Myself – Domestic Church Children will know and understand: • The importance of name • God knows and loves me and each one by name</p>	<p>Welcome – Baptism Children will know and understand: • What it is to welcome and be welcomed • Baptism: a welcome to God's family</p>	<p>Judaism – Hanukkah Birthday – Advent Children will know and understand: • Waiting for a birthday • Looking forward to Christmas, the birthday of Jesus</p>	<p>Celebrating – Local Church Children will know and understand: • What a celebration is • How the parish family celebrate</p>	<p>Gathering – Eucharist Children will know and understand: • How and why people gather together • The joy of gathering together to celebrate at Mass</p>	<p>Islam- Special objects Growing – Lent Children will know and understand: • Spring is a time when things begin to grow • Lent – a time to grow in love to be more</p>	<p>Good News – Pentecost Children will know and understand: • That everyone has Good News to share • Pentecost: the celebration of the Good News of</p>	<p>Friends – Reconciliation Children will know and understand: • We can make friends • Jesus had good friends; what Jesus tells us about friendship</p>	<p>Our World - Universal Church Children will know and understand: • What we love and wonder about our world • God gave us this wonderful world</p>

						like Jesus and to look forward to Easter	Jesus		
Topic vocabulary	Myself, name, Christian, first name, family name, precious, parent, God, love, loving	Welcome, welcomed, belong, school, class, Baptism, baptise, water, white garment, godparents	Birthday, waiting, wreath, celebrate, Christmas, Advent, Jesus Mary, Joseph swaddling clothes, manger, crib, shepherds, wise men	Church, priest, celebrate, celebrating, Parish family, family, Community, Celebration, party, memory, Father, altar, Temple, parish	Welcome, blessing, listen, pray, Mass, sing, gather, together, alone, Lectern, "The Lord be with you." "And with your spirit."	Grow, spring, different, Lent, Good Friday, cross, Easter Sunday, Holy Spirit, Easter,	Good news, share, Good News, Pentecost, promise, Holy Spirit, Easter, alleluia	Friend, happy, sad, love, make up, kind, gentle, loving, sorry, Jesus, forgive, Change, rules	World, wonder, wonderful, care, love, share work/play together
Ten Ten--Live Life to the Full (RSE Programme)	Handmade with Love Story Sessions <ul style="list-style-type: none"> • Role Model • Who's Who? • You've got a Friend in Me • Forever Friends • Self-image and Online Identify 			Safe Inside and Out Story Sessions <ul style="list-style-type: none"> • My Body, My Rules • Feeling Poorly • People Who Help Us • Online Reputation • Courtesy and Manners • Healthy Eating 			God is Love Story Sessions <ul style="list-style-type: none"> • Loving God, Loving Others • Me, You, Us • Online Bullying • Online Relationships • THINK – Tales of the Road • Being Safe in the Sun 		
Commando Joes A character-based programme that uses storytelling and practical challenges to develop children's resilience, confidence and teamwork.	Charlie Communication This topic focuses on developing children's speaking and listening skills. Children are encouraged to express their ideas, listen to others, take turns and use language to solve problems.			Elliot Excellence (Try my best) Elliot Excellence (Try My Best) supports children to develop a positive attitude to learning. They are encouraged to have a go, keep trying, take pride in their efforts and celebrate achievements.			Romeo Resilience Romeo Resilience helps children to build perseverance and emotional strength. Children learn to manage challenges, bounce back from difficulties and stay motivated when things feel tricky.		
Intervention Strategies	Circle Time interventions Social Stories								