



YEAR B	AUTUMN		SPRING		SUMMER	
Topic	<p>All about Me (Starting Nursery and how we've changed) Whole school text Once there were giants – Martin Wadell What I like about me – Allia Zobel Nolan The family book - Todd Parr The Leafman - Lois Elhert Let It Fall - Maryann Cocca-Leffler Black history month (October)</p>	<p>Repetitive story patterns (Bear Hunt) Christmas Binny's Diwali By Thrity Umrigar Remembrance - poppy story Going on a bear hunt- Michael Rosen The Snowman – Raymond Briggs Dear Santa – Rod Campbell The Christmas Story</p>	<p>Space Whatever Next, Aliens love underpants Come to tea on Planet Zumzee Non fiction space books</p>	<p>Farms and Growing Jasper's Beanstalk Olivers Vegetables Super Tato Healthy Eating</p>	<p>Under the Sea Rainbow fish Fidgety fish Tiddler Non fiction books</p>	<p>Traditional tales Goldilocks Gingerbread man</p>
School Trips		Pantomime		Spring walk in local area		Trip to the shops to buy gingerbread man. Picnic in park to eat it
Outdoor learning	Leafman pictures Scavenger hunt Stick ordering/ measuring	Bonfire building Toasting marshmallows Sensory stories	Building a spaceship	Planting and caring for seeds	Nature art	Following maps/ routes
RE	<p>Topic 1 Domestic Church – Family: Myself: Why am I precious? Know and understand: • The importance of my name – Explore • God knows and loves me and each one by name – Reveal Acquire the skills of assimilation, celebration and application of the above – Respond</p> <p>Topic 2 Baptism/Confirmation – Belonging:</p>	<p>World view: Hinduism Diwali</p> <p>Topic 3 ADVENT/CHRISTMAS-LOVING: BIRTHDAY: Why do we celebrate Birthdays? Know and understand: • what a birthday is; waiting for a birthday – Explore • Advent: looking forward to Christmas, the birthday of Jesus – Reveal</p>	<p>Topic 4 LOCAL CHURCH – COMMUNITY: CELEBRATING: What and why do people celebrate? Know and understand: • what a celebration is – Explore • how the parish family celebrate – Reveal acquire the skills of assimilation celebration and application of the above – Respond</p> <p>Topic 5 EUCHARIST – RELATING: GATHERING: Why do people</p>	<p>World view: Islam Prayer Mats</p> <p>Topic 6 LENT/EASTER – GIVING: GROWING: How and why do things grow? Know and understand: • Spring is a time when things begin to grow – Explore • Lent – a time to grow in love to be more like Jesus and to look forward to Easter – Reveal</p>	<p>Topic 7 PENTECOST – SERVING: GOOD NEWS: What is good news? Know and understand: • That everyone has Good News to share – Explore • Pentecost: the celebration of the Good News of Jesus – Reveal Acquire the skills of assimilation, celebration and application of the above – Respond</p> <p>Topic 8</p>	<p>World view: Judaism Hannukah</p> <p>Topic 9 UNIVERSAL CHURCH – WORLD: OUR WORLD What makes our world so wonderful? Know and understand: • what we love and wonder about our world – Explore • God gave us this wonderful world – Reveal acquire the skills of assimilation, celebration and application of the above – Respond</p>

	<p>Welcome: Why is welcome important? Know and understand:</p> <ul style="list-style-type: none"> • What it is to welcome and be welcomed – Explore • Baptism: a welcome to God’s family – Reveal <p>Acquire the skills of assimilation, celebration and application of the above – Respond Welcome Mass</p> <p>The Common Good Participation</p>	<p>Acquire the skills of assimilation, celebration and application of the above – Respond</p> <p>Nativity performance</p> <p>The Common Good Participation Promoting Peace Solidarity</p>	<p>gather together? Know and understand:</p> <ul style="list-style-type: none"> • how and why people gather together – Explore • the joy of gathering together to celebrate at Mass – Reveal <p>Acquire the skills of assimilation, celebration and application of the above – Respond</p> <p>Participation Promoting Peace Distributive Justice</p>	<p>Acquire the skills of assimilation, celebration and application of the above – Respond Ash Wednesday Mass</p> <p>Easter</p> <p>Subsidiarity Participation Promoting Peace The Common Good</p>	<p>RECONCILIATION – INTER-RELATING: FRIENDS: Is it good to have friends?</p> <ul style="list-style-type: none"> • We can make friends – Explore • Jesus had good friends; what Jesus tells us about friendship – Reveal <p>Acquire the skills of assimilation, celebration and application of the above – Respond</p> <p>Subsidiarity Participation Promoting Peace</p>	<p>Subsidiarity Participation Promoting Peace Distributive justice Preferential difference for the poor</p>
RSE		<p>Story Sessions: Handmade with love – We are created individually by God as part of His creation plan – We are all God’s children and are special – Our bodies were created by God and are good – We can give thanks to God!</p> <p>Session 1: I am Me</p> <ul style="list-style-type: none"> • We are each unique, with individual gifts, talents and skills. • Whilst we all have similarities because we are made in God’s image, difference is part of God’s plan! <p>Session 2: Heads, Shoulders, Knees and Toes</p> <ul style="list-style-type: none"> • That their bodies are good and made by God • The names of the parts of the body (not genitalia) <p>Session 3: Ready Teddy?</p> <ul style="list-style-type: none"> • That our bodies are good and we need to look after them • What constitutes a healthy lifestyle, including exercise, diet, sleep and personal hygiene. <p>Subsidiarity</p>	<p>Session 1: I like, You like, We all like!</p> <ul style="list-style-type: none"> • That we all have different ‘tastes’ (likes and dislikes), but also similar needs (to be loved and respected, to be safe etc) • That it is natural for us to relate to and trust one another <p>Session 2: Good feelings, bad feelings</p> <ul style="list-style-type: none"> • A language to describe their feelings • An understanding that everyone experiences feelings, both good and bad • Simple strategies for managing feelings <p>Session 3: Let’s get real</p> <ul style="list-style-type: none"> • Simple strategies for managing emotions and behaviour • That we have choices and these choices can impact how we feel and respond. • We can say sorry and forgive like Jesus <p>Session 1: Growing up</p>	<p>Session 1: Role Model</p> <ul style="list-style-type: none"> • We are part of God’s family • Jesus cared for others and wanted them to live good lives like him • We should love other people in the same way God loves us <p>Session 1: Who’s Who?</p> <ul style="list-style-type: none"> • To identify special people (e.g. parents, carers, friends) and what makes them special • The importance of the nuclear family and of the wider family • The importance of being close to and trusting of ‘special people’ and telling them is something is troubling them <p>Session 2: You’ve got a friend in me</p> <ul style="list-style-type: none"> • How their behaviour affects other people and that there is appropriate and inappropriate behaviour • The characteristics of positive and negative 	<p>Session 1: Safe inside and out</p> <ul style="list-style-type: none"> • About safe and unsafe situations indoors and outdoors, including online. • That they can ask for help from their special people. <p>Session 2: My body, my rules</p> <ul style="list-style-type: none"> • To know they are entitled to bodily privacy • That they can and should be open with ‘special people’ they trust if anything troubles them • That there are different people we can trust for help, especially those closest to us who care for us, including our teachers and our parish priest <p>Session 3: Feeling poorly</p> <ul style="list-style-type: none"> • Medicines should only be taken when a parent or doctor gives them to us. • Medicines are not sweets. • We should always try to look after our bodies because God created them and gifted them to us. <p>Session 4: People who help us</p>	<p>Session 1: God is love</p> <ul style="list-style-type: none"> • That God is love: Father, Son and Holy Spirit • That being made in His image means being called to be loved and to love others <p>Session 2: Loving God, loving others</p> <ul style="list-style-type: none"> • What a community is, and that God calls us to live in community with one another • Some Scripture illustrating the importance of living in a community • No matter how small our offerings, they are valuable to God and He can use them for His glory. <p>Session 1: Me, You, Us</p> <ul style="list-style-type: none"> • That they belong to various communities, such as home, school, parish, the wider local area, nation and the global community • That they should help at home with practical tasks such as keeping their room tidy, helping in the kitchen, etc.

		<p>Participation Promoting Peace Human dignity</p>	<ul style="list-style-type: none"> • That there are natural life stages from birth to death, and what these are <p>Participation Promoting Peace Human dignity</p>	<p>relationships</p> <ul style="list-style-type: none"> • About different types of teasing and that all bullying is wrong and unacceptable <p>Session 3: Forever friends</p> <ul style="list-style-type: none"> • To recognise when they have been unkind to others and say sorry. • That when we are unkind, we hurt God and should say sorry. • To recognise when people are being unkind to them and others and how to respond. • That we should forgive like Jesus forgives. <p>Promoting Peace Participation Human Dignity The Common Good Stewardship</p>	<ul style="list-style-type: none"> • There are lots of jobs designed to help us. • Paramedics help us in a medical emergency. • First Aid can be used in non-emergency situations, as well as whilst waiting for an ambulance <p>Human Dignity Solidarity</p>	<ul style="list-style-type: none"> • That we have a duty of care for others and for the world we live in (charity work, recycling, etc.) • About what harms and what improves the world in which they live <p>Human Dignity Participation</p>
CAL	<ul style="list-style-type: none"> - Sitting on the carpet, maintaining attention, sitting quietly - Introduced storyline or narrative into their play - Retell stories with puppets <p>Participation Human Dignity The Common Good</p> <p>Development matters 2021: Enjoy listening to longer stories and can recall most of what happens. Can find it challenging to pay attention to more than one thing at a time. Use a wider range of Vocabulary. Understand a question or instruction that has two parts such as “Get your coat and wait at the door.” Understand why questions such as “ Why do you think the caterpillar got so big?”</p>	<ul style="list-style-type: none"> - Two-channelled attention – can listen and do for short span - Responds to instructions involving a two-part sequence - Uses talk to organise, sequence and clarify thinking, ideas, feelings and events - Retell a story - Ask and answer questions based on a story they have heard <p>Participation Human Dignity The Common Good</p> <p>Development matters 2021: Enjoy listening to longer stories and can recall most of what happens. Can find it challenging to pay attention to more than one thing at a time. Use a wider range of Vocabulary. Understand a question or instruction that has two parts</p>	<ul style="list-style-type: none"> - Listens and responds to ideas expressed by others in conversation or discussion - Uses language to imagine and recreate roles and experiences in play situations - Retell a story - Predict what might happen in a story or situation - Ask and answer questions based on a story they have heard - Responds to instructions involving a two-part sequence. <p>Participation Human Dignity The Common Good Promoting Peace</p> <p>Development matters 2021: Enjoy listening to longer stories and can recall most of what happens. Can find it challenging to pay attention to more than one thing at a time. Use a wider range of Vocabulary.</p>	<ul style="list-style-type: none"> - Able to follow a story without pictures or props - Retell a story - Predict what might happen in a story or situation - Ask and answer questions based on a story they have heard - Respond appropriately to what others say, while engaged in another activity - Responds to instructions involving a two-part sequence. - Answer ‘how’ and ‘why’ questions about experiences and stories or events - Use correct tenses when speaking - Develop own narratives and explanations by connecting ideas or events <p>Participation</p> <p>Development matters 2021:</p>	<ul style="list-style-type: none"> - Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words - Retell a story - Predict what might happen in a story or situation - Respond appropriately to what others say, while engaged in another activity - Responds to instructions involving a two-part sequence. - Answer ‘how’ and ‘why’ questions about experiences and stories or events - Use correct tenses when speaking - Develop own narratives and explanations by connecting ideas or events <p>Participation Development matters 2021: Enjoy listening to longer stories and can recall most of what happens.</p>	<ul style="list-style-type: none"> - Retell a story - Predict events in a story - Respond appropriately to what others say, while engaged in another activity - Answer ‘how’ and ‘why’ questions about experiences and stories or events - Use correct tenses when speaking - Develop own narratives and explanations by connecting ideas or events - Express themselves effectively, showing awareness of listeners’ needs <p>Subsidiarity Participation</p> <p>Development matters 2021: Enjoy listening to longer stories and can recall most of what happens. Can find it challenging to pay attention to more than one thing at a time.</p>

	<p>May have problems saying some sounds: r, j, th, ch, and sh.</p>	<p>such as "Get your coat and wait at the door." Knowing rhymes, begin to talk about familiar books and tell stories. Understand why questions such as "Why do you think the caterpillar got so big?" May have problems saying some sounds: r, j, th, ch, and sh. Struggle with multisyllabic words such as Pterodactyl, planetarium and hippopotamus.</p>	<p>Understand a question or instruction that has two parts such as "Get your coat and wait at the door." Knowing rhymes, begin to talk about familiar books and tell stories. Understand why questions such as "Why do you think the caterpillar got so big?" Singing a large repertoire of songs and rhymes. Use longer sentences of four to six words. May have problems saying some sounds: r, j, th, ch, and sh. Struggle with multisyllabic words such as Pterodactyl, planetarium and hippopotamus.</p>	<p>Enjoy listening to longer stories and can recall most of what happens. Can find it challenging to pay attention to more than one thing at a time. Use a wider range of Vocabulary. Understand a question or instruction that has two parts such as "Get your coat and wait at the door." Knowing rhymes, begin to talk about familiar books and tell stories. Understand why questions such as "Why do you think the caterpillar got so big?" Singing a large repertoire of songs and rhymes. Use longer sentences of four to six words. Develop their communication, but may have problems with irregular tenses and plurals such as 'runned' for 'ran,' or 'swimmed' for 'swam'.</p>	<p>Can find it challenging to pay attention to more than one thing at a time. Use a wider range of Vocabulary. Understand a question or instruction that has two parts such as "Get your coat and wait at the door." Knowing rhymes, begin to talk about familiar books and tell stories. Understand why questions such as "Why do you think the caterpillar got so big?" Singing a large repertoire of songs and rhymes. Use longer sentences of four to six words. Develop their communication, but may have problems with irregular tenses and plurals such as 'runned' for 'ran,' or 'swimmed' for 'swam'.</p>	<p>Use a wider range of Vocabulary. Understand a question or instruction that has two parts such as "Get your coat and wait at the door." Knowing rhymes, begin to talk about familiar books and tell stories. Understand why questions such as "Why do you think the caterpillar got so big?" Singing a large repertoire of songs and rhymes. Use longer sentences of four to six words. Develop their communication, but may have problems with irregular tenses and plurals such as 'runned' for 'ran,' or 'swimmed' for 'swam'.</p>
<p>PD</p>	<ul style="list-style-type: none"> - Fine motor skills activities to strengthen hands and fingers - Show preference for a dominant hand. - Dressing independently 	<ul style="list-style-type: none"> - Show preference for a dominant hand. - Fine motor skills activities to strengthen hands and fingers - Dressing independently 	<ul style="list-style-type: none"> - Show preference for a dominant hand. - Fine motor skills activities to strengthen hands and fingers - Dressing independently 	<ul style="list-style-type: none"> • Use one-handed tools and equipment, for example, making snips in paper with scissors. 	<ul style="list-style-type: none"> • Use one-handed tools and equipment, for example, making snips in paper with scissors. 	<ul style="list-style-type: none"> • Use one-handed tools and equipment, for example, making snips in paper with scissors.

<p>- Dry and clean during the day - Races / chasing / riding bikes and scooters / climbing equipment (outside)</p> <p>Links to PSHE (Health & self-care)</p> <p>Getset4PE: Introduction to PE To move around safely in space. To follow instructions and stop safely. To stop safely and develop control when using equipment. To follow instructions and play safely as a group. To follow a path and take turns. To work co-operatively with a partner.</p> <p>Human dignity and Participation Development matters 2021: Gross Motor - Continue to develop their movement, balancing, riding (scooters, trikes and bikes) as well as ball skills. Go up steps and stairs, or climb up apparatus using alternate feet. Skip, hop, stand on one leg and hold a pose for games such as musical statues. Use large muscle movements to wave flags, streamers, to paint and make marks. Start taking part in some group activities which they make up for themselves or in teams. Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. Match their developing physical skills to tasks and</p>	<p>- Dry and clean during the day - Develop pencil grip - Races / chasing / riding bikes and scooters / climbing equipment (outside) - Using tools, construction and malleable materials (playdough) safely Links to PSHE (Health & self-care)</p> <p>Getset4PE: Fundamentals To develop balancing. To develop running and stopping. To develop changing direction. To develop jumping. To develop hopping. To explore different ways to travel using equipment.</p> <p>Development matters 2021: Gross Motor - Continue to develop their movement, balancing, riding (scooters, trikes and bikes) as well as ball skills. Go up steps and stairs, or climb up apparatus using alternate feet. Skip, hop, stand on one leg and hold a pose for games such as musical statues. Use large muscle movements to wave flags, streamers, to paint and make marks. Start taking part in some group activities which they make up for themselves or in teams. Fine Motor – Start to eat independently and learn how to use knife and fork. Be mostly independent with self care (washing hands and using the toilet.) Begin to dress and undress independently</p>	<p>- Dry and clean during the day - Develop pencil grip - Races / chasing / riding bikes and scooters / climbing equipment (outside) - Using tools, construction and malleable materials (playdough) safely Links to PSHE (Health & self-care)</p> <p>Getset4PE: Gymnastics To create short sequences using shapes, balances and travelling actions. To develop balancing and safely using apparatus. To develop jumping and landing safely from a height. To develop rocking and rolling. To explore travelling around, over and through apparatus. To create short sequences linking actions together and including apparatus.</p> <p>Development matters 2021: Gross Motor - Continue to develop their movement, balancing, riding (scooters, trikes and bikes) as well as ball skills. Go up steps and stairs, or climb up apparatus using alternate feet. Skip, hop, stand on one leg and hold a pose for games such as musical statues. Use large muscle movements to wave flags, streamers, to paint and make marks. Start taking part in some group activities which they make up for themselves or in teams.</p> <p>Fine Motor – Use a comfortable grip with good control when holding pens and pencils.</p>	<ul style="list-style-type: none"> • Use a comfortable grip with good control when holding pens and pencils. • Show a preference for a dominant hand. <p>- Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p> <ul style="list-style-type: none"> • Start taking part in some group activities which they make up for themselves, or in teams. • Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. • Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. <p>Links to PSHE (Health & self-care)</p> <p>Getset4PE: Dance To use counting to help to stay in time with the music. To copy and create different actions. To be able to move safely with confidence and imagination. To express and communicate ideas through movement. To explore movement using a prop. To move with control and coordination. To move with control and coordination. To express and communicate ideas through movement.</p>	<ul style="list-style-type: none"> • Use a comfortable grip with good control when holding pens and pencils. • Show a preference for a dominant hand. • Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. • Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. <p>- Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p> <ul style="list-style-type: none"> • Start taking part in some group activities which they make up for themselves, or in teams. • Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. • Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. <p>Links to PSHE (Health & self-care)</p> <p>Getset4PE: Ball Skills To develop rolling and tracking a ball. To develop accuracy when throwing to a target. To develop dribbling with hands. To develop throwing and catching with a partner. To develop dribbling a ball with your feet.</p>	<ul style="list-style-type: none"> • Use a comfortable grip with good control when holding pens and pencils. • Show a preference for a dominant hand. • Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. • Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. <p>- Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p> <ul style="list-style-type: none"> • Start taking part in some group activities which they make up for themselves, or in teams. • Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. • Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. <p>Links to PSHE (Health & self-care)</p> <p>Getset4PE: Games To follow instructions and move safely when play tagging games. To learn to play against an opponent. To play by the rules and develop coordination. To explore striking a ball and keeping score. To work co-operatively as a team.</p> <p>Human Dignity Participation</p>
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	<p>activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. Choose the right resources to carry out a plan. Collaborate with others to manage large items, such as moving a large plank.</p> <p>Fine Motor – Start to eat independently and learn how to use knife and fork. Be mostly independent with self care (washing hands and using the toilet.) Begin to dress and undress independently Use one handed tools and equipment (making snips in paper with scissors)</p>	<p>Use one handed tools and equipment (making snips in paper with scissors)</p> <p>Human dignity Participation</p>	<p>Show a preference for a dominant hand. Start to eat independently and learn how to use knife and fork. Be mostly independent with self care (washing hands and using the toilet.) Begin to dress and undress independently Use one handed tools and equipment (making snips in paper with scissors)</p> <p>Human dignity Participation</p>	<p>To move with control and coordination. To copy and repeat actions, linking them together. To remember and repeat actions. To explore body actions, pathways and shapes.</p> <p>Human dignity Participation</p> <p>Development matters 2021: Gross Motor - Continue to develop their movement, balancing, riding (scooters, trikes and bikes) as well as ball skills. Go up steps and stairs, or climb up apparatus using alternate feet. Skip, hop, stand on one leg and hold a pose for games such as musical statues. Use large muscle movements to wave flags, streamers, to paint and make marks. Start taking part in some group activities which they make up for themselves or in teams. Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.</p> <p>Fine Motor – Use a comfortable grip with good control when holding pens and pencils.</p>	<p>To develop kicking a ball to a target.</p> <p>Human Dignity Participation</p> <p>Development matters 2021: Gross Motor - Continue to develop their movement, balancing, riding (scooters, trikes and bikes) as well as ball skills. Go up steps and stairs, or climb up apparatus using alternate feet. Skip, hop, stand on one leg and hold a pose for games such as musical statues. Use large muscle movements to wave flags, streamers, to paint and make marks. Start taking part in some group activities which they make up for themselves or in teams. Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. Choose the right resources to carry out a plan. Collaborate with others to manage large items, such as moving a large plank.</p> <p>Fine Motor – Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand. Start to eat independently and learn how to use knife and fork.</p>	<p>Development matters 2021: Develop the foundations of a handwriting style which is fast, accurate and efficient. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor Progress towards a more fluent style of moving, with developing control and grace. Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing</p>
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				<p>Show a preference for a dominant hand. Start to eat independently and learn how to use knife and fork. Be mostly independent with self care (washing hands and using the toilet.) Begin to dress and undress independently Use one handed tools and equipment (making snips in paper with scissors)</p>	<p>Be mostly independent with self care (washing hands, toothbrushing and using the toilet.) Be increasingly independent as they get dressed and undressed. Make healthy choices about food, drink, activities and tooth brushing. Use one handed tools and equipment (making snips in paper with scissors)</p>	
PSED	<ul style="list-style-type: none"> - Routines - Settling in - Independence - Turn taking and sharing - Class rules / behaviour expectations - Baseline assessment - Talk about families and how they are all different but all special. - Being a member of our Nursery class. <p>Jigsaw PSHE Scheme: Being Me in My World</p> <ul style="list-style-type: none"> • Self-identity • Understanding feelings • Being in a classroom • Being gentle • Rights and responsibilities <p>Human dignity Subsidiarity Participation Promoting Peace</p> <p>Development matters 2021: Has a sense of responsibility and membership within a community. Begin to show confidence in social situations. Playing with one or more children and extending ideas.</p>	<ul style="list-style-type: none"> - Talk about self positively and about abilities - Play co-operatively <p>Jigsaw PSHE Scheme: Celebrating Difference</p> <ul style="list-style-type: none"> • Identifying talents • Being special • Families • Where we live • Making friends • Standing up for yourself <p>Subsidiarity Participation Promoting Peace Human dignity</p> <p>Development matters 2021: Has a sense of responsibility and membership within a community. Begin to show confidence in social situations. Playing with one or more children and extending ideas. Increasingly following rules and understanding why we have rules. Can express their feelings and beginning to consider how their peers feel.</p>	<ul style="list-style-type: none"> - Beginning to negotiate and solve problems without aggression - Play co-operatively <p>Jigsaw PSHE Scheme: Dreams and Goals</p> <ul style="list-style-type: none"> • Challenges • Perseverance • Goal-setting • Overcoming obstacles • Seeking help • Jobs • Achieving goals <p>Participation Promoting Peace Human dignity</p> <p>Development matters 2021: Has a sense of responsibility and membership within a community. Begin to show confidence in social situations. Playing with one or more children and extending ideas. Increasingly following rules and understanding why we have rules. Can express their feelings and beginning to consider how their peers feel. Using words such as happy, sad angry or worried.</p>	<ul style="list-style-type: none"> - Initiates conversations, attends to and takes account of what others say - Play co-operatively - Show sensitivity to others' needs and feelings and form positive relationships <p>Jigsaw PSHE Scheme: Healthy Me</p> <ul style="list-style-type: none"> • Exercising bodies • Physical activity • Healthy food • Sleep • Keeping clean • Safety <p>Promoting Peace Participation Human Dignity The Common Good Stewardship</p> <p>Development matters 2021: Begin to show confidence in social situations. Playing with one or more children and extending ideas. Increasingly following rules and understanding why we have rules. Using words such as happy, sad angry or worried. Can express their feelings and beginning to consider how their peers feel.</p>	<ul style="list-style-type: none"> - Takes steps to resolve conflicts with other children, e.g. finding a compromise - Explains own knowledge and understanding, and asks appropriate questions of others - Play co-operatively - Show sensitivity to others' needs and feelings and form positive relationships <p>Jigsaw PSHE Scheme: Relationships</p> <ul style="list-style-type: none"> • Family life • Friendships • Breaking friendships • Falling out • Dealing with bullying • Being a good friend <p>Human Dignity Solidarity</p> <p>Development matters 2021: Shows confidence in social situations. Playing with one or more children and extending ideas. Increasingly following rules and understanding why we have rules. Can express their feelings and beginning to consider how their peers feel. Using words such as happy, sad angry or worried.</p>	<ul style="list-style-type: none"> - Talk about feelings, own and others behaviour, work well with others, understand and take changes of routine in their stride. - Play co-operatively - Show sensitivity to others' needs and feelings and form positive relationships <p>Jigsaw PSHE Scheme: Changing Me</p> <ul style="list-style-type: none"> • Bodies • Respecting my body • Growing up • Growth and change • Fun and fears • Celebrations <p>Human Dignity Participation</p> <p>Development matters 2021: Shows confidence in social situations. Talk with peers on how to solve conflict. Increasingly following rules and understanding why we have rules. Can express their feelings and beginning to consider how their peers feel.</p>

	Increasingly following rules and understanding why we have rules. Can express their feelings and beginning to consider how their peers feel.					Using words such as happy, sad angry or worried.
Literacy Phonics	<p>Phase 1 Phonics</p> <p>Aspect 1 Environmental sounds Main purpose: To develop the children’s listening skills and awareness of sounds in the environment (Tuning into sounds – TIS). Further development of vocabulary and children’s identification and recollection of difference between sounds (Listening and remembering sounds – LRS). To make up simple sentences and talk in greater detail about sounds (Talking about sounds – TAS).</p> <p>Aspect 2 Instrumental sounds Main purpose: To experience and develop awareness of sounds made with instruments and noise makers (Tuning into sounds – TIS). To listen to and appreciate the difference between sounds made with instruments (Listening and remembering sounds – LRS). To use a wide vocabulary to talk about the sounds instruments make (Talking about sounds – TAS).</p> <ul style="list-style-type: none"> - Baseline - Make meaningful marks - Recognise their name 	<p>Phase 1</p> <p>Aspect 3 Body percussion Main purpose: To develop awareness of sounds and rhythms (Tuning into sounds – TIS). To distinguish between sounds and to remember patterns of sound (Listening and remembering sounds – LRS). To talk about sounds we make with our bodies and what the sounds mean (Talking about sounds – TAS).</p> <p>Aspect 4 Rhythm and rhyme Main purpose: To experience and appreciate rhythm and rhyme and to develop awareness of rhythm and rhyme in speech (Tuning into sounds – TIS). To increase awareness of words that rhyme and to develop knowledge about rhyme (Listening and remembering sounds – LRS). To talk about words that rhyme and to produce rhyming words (Talking about sounds – TAS)</p> <ul style="list-style-type: none"> - Story sequencing - Recognise their name - Demonstrate understanding about what they have read (retelling / answering questions / predicting what might happen next etc) - Clap and count syllables in words 	<p>Phase 1 Phonics</p> <p>Aspect 6 Voice sounds Main purpose: To distinguish between the differences in vocal sounds, including oral blending and segmenting (Tuning into sounds – TIS). To explore speech sounds (Listening and remembering sounds – LRS). To talk about the different sounds that we can make with our voices (Talking about sounds – TAS).</p> <p>Aspect 5 Alliteration Main purpose: To develop understanding of alliteration (Tuning into sounds – TIS). To listen to sounds at the beginning of words and hear the differences between them (Listening and remembering sounds – LRS). To explore how different sounds are articulated, and to extend understanding of alliteration.</p> <p>World Book Day</p> <ul style="list-style-type: none"> - Recognise their name - Write/ copy their name - Talk about what happened in the story - Discuss the main characters - Demonstrate understanding about what they have read (retelling / answering questions / 	<p>Phase 1 Phonics</p> <p>Aspect 5 Alliteration Main purpose: To develop understanding of alliteration (Tuning into sounds – TIS). To listen to sounds at the beginning of words and hear the differences between them (Listening and remembering sounds – LRS). To explore how different sounds are articulated, and to extend understanding of alliteration.</p> <ul style="list-style-type: none"> - Fact files - Non fiction writing - Initial sounds - Recognise their name - Talk about what happened in the story - Discuss the main characters - Make own story version <p>Participation</p> <p>Development matters 2021:</p> <ul style="list-style-type: none"> • Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing 	<p>Phase 1 Phonics</p> <p>Aspect 7 Oral blending and segmenting To develop oral blending and segmenting of sounds in words (Tuning into sounds – TIS). To listen to phonemes within words and to remember them in the order in which they occur (Listening and remembering sounds – LRS). To talk about the different phonemes that make up a given word (Talking about sounds – TAS).</p> <p>Phase 2 Phonics: New sounds: s, a, t,</p> <ul style="list-style-type: none"> - Story sequencing - Match the picture to the word - Rhyming - Segment and blend simple words - Attempts to write / make meaningful marks - Link sounds to letters, naming and sounding the letters of the alphabet - Write own name and labels/captions - Recognise their name - Write their name - Demonstrate understanding about what they have read (retelling / answering questions / predicting what might happen next etc) <p>Participation</p> <p>Development matters 2021:</p>	<p>Phase 1 Phonics</p> <ul style="list-style-type: none"> - Initial sounds - Rhyming - Alliteration - Syllables - Environmental sounds - Segment and blend simple words <p>Phase 2 Phonics: New sounds: s, a, t, p, i, n, m, d, g, o, c, k, e</p> <p>Spot and suggest rhymes from our stories. Recognise words with the same initial sound. Count or clap syllables. Writing names. Use some print and letter knowledge in their early writing. Writing letters accurately. -Write own story ending - Wanted posters</p> <p>Participation</p> <p>Development matters 2021:</p> <ul style="list-style-type: none"> • Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing • Develop their phonological awareness, so that they can: <ul style="list-style-type: none"> - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother

	<p>- Engage in conversations about stories to expand vocabulary</p> <p>- Recognise key concepts about print</p> <p>Participation</p> <p>Development matters 2021:</p> <ul style="list-style-type: none"> • Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing • Engage in extended conversations about stories, learning new vocabulary. 	<p>- Recognise key concepts about print</p> <p>- Write some of their name.</p> <p>Participation</p> <p>Development matters 2021:</p> <ul style="list-style-type: none"> • Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing • Develop their phonological awareness, so that they can: <ul style="list-style-type: none"> - spot and suggest rhymes - count or clap syllables in a word • Engage in extended conversations about stories, learning new vocabulary. • Write some or all of their name. 	<p>predicting what might happen next etc)</p> <p>- Early writing for lists, invitations, postcards</p> <p>Initial sounds</p> <p>Participation</p> <p>Development matters 2021:</p> <ul style="list-style-type: none"> • Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing • Develop their phonological awareness, so that they can: <ul style="list-style-type: none"> - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother • Engage in extended conversations about stories, learning new vocabulary. • Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. • Write some or all of their name. • Write some letters accurately. 	<ul style="list-style-type: none"> • Develop their phonological awareness, so that they can: <ul style="list-style-type: none"> - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother • Engage in extended conversations about stories, learning new vocabulary. • Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. • Write some or all of their name. • Write some letters accurately. 	<ul style="list-style-type: none"> • Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing • Develop their phonological awareness, so that they can: <ul style="list-style-type: none"> - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother • Engage in extended conversations about stories, learning new vocabulary. • Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. • Write some or all of their name. • Write some letters accurately. 	<ul style="list-style-type: none"> • Engage in extended conversations about stories, learning new vocabulary. • Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. • Write some or all of their name. • Write some letters accurately
Maths	<p>Number of the week</p> <p>Shape</p> <ul style="list-style-type: none"> • Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). • Recite numbers past 5. • Say one number for each item in order: 1,2,3,4,5. • Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). • Show 'finger numbers' up to 5. • Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. • Experiment with their own symbols and marks as well as numerals. • Solve real 	<p>Number</p> <p>To develop awareness of pattern.</p> <ul style="list-style-type: none"> • Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). • Recite numbers past 5. • Say one number for each item in order: 1,2,3,4,5. • Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). • Show 'finger numbers' up to 5. • Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. • Experiment with their own symbols and marks 	<p>Number</p> <p>Weight</p> <ul style="list-style-type: none"> • Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). • Recite numbers past 5. • Say one number for each item in order: 1,2,3,4,5. • Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). • Show 'finger numbers' up to 5. • Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. • Experiment with their own symbols and marks as well as numerals. • Solve real world mathematical problems with 	<p>Number</p> <p>Length</p> <ul style="list-style-type: none"> • Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). • Recite numbers past 5. • Say one number for each item in order: 1,2,3,4,5. • Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). • Show 'finger numbers' up to 5. • Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. • Experiment with their own symbols and 	<p>Number</p> <p>Positional vocab, number problems</p> <ul style="list-style-type: none"> • Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). • Recite numbers past 5. • Say one number for each item in order: 1,2,3,4,5. • Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). • Show 'finger numbers' up to 5. • Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. • Experiment with their own 	<p>Number</p> <p>Capacity</p> <ul style="list-style-type: none"> • Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). • Recite numbers past 5. • Say one number for each item in order: 1,2,3,4,5. • Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). • Show 'finger numbers' up to 5. • Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. • Experiment with their own symbols and marks as well as numerals. • Solve real world

	<p>world mathematical problems with numbers up to 5. • Compare quantities using language: ‘more than’, ‘fewer than’.</p> <p>SHAPE: Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: ‘sides’, ‘corners’, ‘straight’, ‘flat’, ‘round’ Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. • Combine shapes to make new ones – an arch, a bigger triangle etc</p> <p>Participation</p>	<p>as well as numerals. • Solve real world mathematical problems with numbers up to 5. • Compare quantities using language: ‘more than’, ‘fewer than’.</p> <p>PATTERN: • Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like ‘pointy’, ‘spotty’, ‘blobs’ etc. • Extend and create ABAB patterns – stick, leaf, stick, leaf. • Notice and correct an error in a repeating pattern</p> <p>Participation</p>	<p>numbers up to 5. • Compare quantities using language: ‘more than’, ‘fewer than’.</p> <p>WEIGHT: Make comparisons between objects relating to size, length, weight and capacity</p> <p>Participation</p>	<p>marks as well as numerals. • Solve real world mathematical problems with numbers up to 5. • Compare quantities using language: ‘more than’, ‘fewer than’.</p> <p>LENGTH: Make comparisons between objects relating to size, length, weight and capacity.</p> <p>Participation</p>	<p>symbols and marks as well as numerals. • Solve real world mathematical problems with numbers up to 5. • Compare quantities using language: ‘more than’, ‘fewer than’.</p> <p>Positional vocab, number problems: • Understand position through words alone – for example, “The bag is under the table,” – with no pointing. • Describe a familiar route. • Discuss routes and locations, using words like ‘in front of’ and ‘behind’.</p> <p>Participation</p>	<p>mathematical problems with numbers up to 5. • Compare quantities using language: ‘more than’, ‘fewer than’.</p> <p>Capacity: Make comparisons between objects relating to size, length, weight and capacity.</p> <p>Participation</p>
UTW	<p>Scientist of the term: Aristotle - discovered the five senses</p> <p>All about me: - School routines - Understand similarities / differences between people - All about me – talk about family and routines and traditions at home - Understand change (nursery to reception) etc. - Paint their faces - Draw a picture of their family Timeline of changes since a baby</p> <p>Autumn: Seasonal changes Colours Weather and clothes - Experiment – What clothes should teddy wear?</p> <p>Human Dignity Solidarity</p> <p>Development matters 2021: Use all their senses in hands-on exploration of natural materials. • Explore collections of materials with similar and/or different properties.</p>	<p>Scientist of the term: Robert Boyle an Irish chemist. Discovered there is air above us in the atmosphere.</p> <p>Christmas: - Discuss the Christmas story - Talk about different traditions at Christmas</p> <p>Bonfire Night: - Bonfire Night – fireworks, safety around fire, sparklers.</p> <p>International week: - International week – India – flags, holi festival, mendi, naan breads, clay diva lamps</p> <p>Diwali: - Diwali – consider similarities and differences between the celebrations & religions, Diwa lamps, Mendhi patterns, Henna, Indian flag.</p> <p>Human Dignity Stewardship Participation</p> <p>Development matters 2021: • Show interest in different occupations.. -Explore how things work. - Talk about the difference between materials and how they change.</p>	<p>Scientist of the term: Galileo Galileo – invented the first telescope.</p> <p>Look at and compare planets Discuss astronaut’s suits and materials Moon and Earth as planets Gravity</p> <p>Human Dignity Stewardship Participation Promoting Peace</p> <p>Development matters 2021: -Talk about what they see, using a wide range of Vocabulary. -Explore how things work. - Continue to develop positive attitudes about the differences between people Explore and talk about different forces they can feel. • Talk about the differences between materials and changes they notice.</p>	<p>Scientist of the term: Lorenzo Langstroth - discovered the beehive, Charles H Turner - discovered insects can hear and honeybees can recognise colours</p> <p>Animals and their babies Growing vegetables/ plants Recognise changes Healthy eating</p> <p>Easter: -Why do we celebrate Easter? -What happened to Jesus at Easter time?</p> <p>Stewardship Participation Subsidiarity Promoting Peace</p> <p>Development matters 2021: Talk about what they see, using a wide range of Vocabulary. -Plant seeds and care for growing plants. • Understand the key features of the life cycle of a plant and an animal. • Begin to understand the need to respect and care for the</p>	<p>Scientist of the term: Carl Linnaeus - discovered organising and classifying things</p> <p>Under the sea creatures Compare shells Sorting creatures .</p> <p>Stewardship Participation Subsidiarity Human Dignity</p> <p>Development matters 2021: - Begin to understand the need to respect and care for the natural environment and all living things Use all their senses in hands-on exploration of natural materials. • Explore collections of materials with similar and/or different properties. • Talk about what they see, using a wide vocabulary</p>	<p>Scientist of the term: Anders Celsius – invented temperature scales and divided into parts called degrees.</p> <p>Make a chair to hold Daddy Bear. What does it need? Making porridge Sorting hard/ soft materials Explore good materials to make a boat for the gingerbreadman</p> <p>Stewardship Participation Subsidiarity Human Dignity</p> <p>Development matters 2021: -Begin to understand the need to respect and care for the natural environment and all living things. Show interest in different occupations. Use all their senses in hands-on exploration of natural materials. • Explore collections of materials with similar and/or different properties. • Talk about what they see, using a wide vocabulary</p>

	<ul style="list-style-type: none"> • Talk about what they see, using a wide vocabulary. • Begin to make sense of their own life-story and family's history. <p>Continue developing positive attitudes about the differences between people.</p>	<ul style="list-style-type: none"> • Continue developing positive attitudes about the differences between people. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. 		natural environment and all living things		Continue developing positive attitudes about the differences between people. Explore and talk about different forces they can feel.
EAD	<p>Artist of the term: Da Vinci - Mona Lisa</p> <p>All about me:</p> <ul style="list-style-type: none"> -face painting -observational drawing -painting names and decorating them -making their face with natural objects -Colour mixing -Experimenting with different textures <p>Human Dignity Solidarity</p> <p>Development matters 2021: Take part in simple pretend play, using an object to represent something else even though they are not similar. • Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. • Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p> <ul style="list-style-type: none"> • Explore colour and colour-mixing. • Listen with increased attention to sounds. • Remember and sing entire songs 	<p>Artist of the term: Jackson Pollock - fireworks art</p> <p>Christmas:</p> <ul style="list-style-type: none"> - Christmas cards - Christmas decoration - Wrapping paper and tag -Christmas role play <p>Bonfire night:</p> <ul style="list-style-type: none"> - Bonfire night pictures - Sparklers -Campfire <p>Diwali:</p> <ul style="list-style-type: none"> - Diwali lamps - Diwali paintings <p>International week:</p> <ul style="list-style-type: none"> - International week – India – flags, holi festival, mendi, naan breads. <p>Promoting Peace Distributive justice Solidarity Subsidiarity The Common Good</p> <p>Development matters 2021: Take part in simple pretend play, using an object to represent something else even though they are not similar. • Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. • Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p> <ul style="list-style-type: none"> • Explore colour and colour-mixing. • Listen with increased attention to sounds. • Remember and sing entire songs 	<p>Artist of the term: Kandinsky - Colour and pattern</p> <p>Patterns Make planets – painting, collage, papier mache Junk model rockets</p> <p>Human Dignity Promoting Peace Solidarity</p> <p>Development matters 2021:</p> <ul style="list-style-type: none"> • Explore different materials freely, to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures. <p>Explore colour and colour-mixing. • Listen with increased attention to sounds. • Respond to what they have heard, expressing their thoughts and feelings. • Remember and sing entire songs. • Sing the pitch of a tone sung by another person ('pitch match'). • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. • Create their own songs or improvise a song around one they know. • Play instruments with increasing control to express their feelings and ideas.</p>	<p>Artist of the term: Thomas - Springtime in Washington, Marcel Duchamp – Junk modelling. Bottle rack.</p> <ul style="list-style-type: none"> - Mother's Day cards <p>Easter:</p> <ul style="list-style-type: none"> - Easter cards - Decorate easter eggs - Hot cross buns <p>Paint farm animals Mix paints for colours Farm role play</p> <p>Stewardship Participation</p> <p>Development matters 2021: Take part in simple pretend play, using an object to represent something else even though they are not similar. • Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. • Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. • Explore different materials freely, to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures. • Create closed shapes with continuous lines, and begin to use these shapes to represent objects. • Draw with increasing complexity and detail, such as representing a face with a circle and including details. • Use drawing to represent ideas like movement or loud noises. • Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. • Explore colour and colour-mixing. • Listen with</p>	<p>Artist of the term: Vincent Van Gogh - sunflowers</p> <ul style="list-style-type: none"> - Father's Day cards <p>Rainbow fish scales Bubble wrap printing Role play Instruments to represent moods</p> <p>Subsidiarity Human Dignity</p> <p>Development matters 2021: Take part in simple pretend play, using an object to represent something else even though they are not similar. • Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. • Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. • Explore different materials freely, to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures. • Create closed shapes with continuous lines, and begin to use these shapes to represent objects. • Draw with increasing complexity and detail, such as representing a face with a circle and including details. • Use drawing to represent ideas like movement or loud noises. • Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. • Explore colour and colour-mixing. • Listen with</p>	<p>Artist of the term: Alma Thomas - bright colours</p> <p>Design a quilt for Goldilocks Bear with fork prints Make woods picture with strips Decorate giant gingerbreadman Clay gingerbread man with different patterns</p> <p>Stewardship Participation Subsidiarity Human Dignity</p> <p>Development matters 2021: Take part in simple pretend play, using an object to represent something else even though they are not similar. • Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. • Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. • Explore different materials freely, to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures. • Create closed shapes with continuous lines, and begin to use these shapes to represent objects. • Draw with increasing complexity and detail, such as representing a face with a circle and including details. • Use drawing to represent ideas like movement or loud noises. • Show different emotions in their</p>

				<p>increased attention to sounds. • Respond to what they have heard, expressing their thoughts and feelings. • Remember and sing entire songs. • Sing the pitch of a tone sung by another person ('pitch match'). • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. • Create their own songs or improvise a song around one they know. • Play instruments with increasing control to express their feelings and ideas.</p>	<p>drawings and paintings, like happiness, sadness, fear etc. • Explore colour and colour-mixing. • Listen with increased attention to sounds. • Respond to what they have heard, expressing their thoughts and feelings. • Remember and sing entire songs. • Sing the pitch of a tone sung by another person ('pitch match'). • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. • Create their own songs or improvise a song around one they know. • Play instruments with increasing control to express their feelings and ideas..</p>
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