

YEAR B –	Autumn		Spring		Summer	
<b>Topic</b>	<b>Ourselves</b> <b>Polar Bear, Polar Bear,</b> <b>what do you see?</b>	<b>Repetitive story</b> <b>patterns/ Christmas</b>	<b>Space</b> Whatever nex Aliens love underpants Toys in Space/Planet zumzee Three little aliens and the big bad robot Look up! First female black astronaut	<b>Farm and Growth</b>	<b>Under the</b> <b>Sea/Pirates</b>	<b>Fairy tales</b>
<b>School</b> <b>trips</b>			<b>Space tea party</b>	<b>Standalone farm</b>	<b>Pirate day</b>	<b>Mountfitchet</b> <b>castle?, Visitor?</b> <b>Banquet in the</b> <b>hall?</b>
<b>RE</b>	<b>Domestic Church –</b> <b>Family: Myself</b> Know and understand: • The importance of my name – <b>Explore</b> • God knows and loves me and each one by name – <b>Reveal</b> Acquire the skills of assimilation, celebration and application of the above – <b>Respond</b>  <b>Baptism/Confirmation – Belonging:</b> <b>Welcome</b>	<b>ADVENT/CHRISTMAS-LOVING: BIRTHDAY</b> Know and understand: • what a birthday is; waiting for a birthday – <b>Explore</b> • Advent: looking forward to Christmas, the birthday of Jesus – <b>Reveal</b> Acquire the skills of assimilation, celebration and application of the above – <b>Respond</b>  <b>LOCAL CHURCH – COMMUNITY: CELEBRATING</b>	<b>EUCHARIST – RELATING: GATHERING</b> Know and understand: • how and why people gather together – <b>Explore</b> • the joy of gathering together to celebrate at Mass – <b>Reveal</b> Acquire the skills of assimilation, celebration and application of the above – <b>Respond</b>	<b>PENTECOST – SERVING: GOOD NEWS</b> Know and understand: • That everyone has Good News to share – <b>Explore</b> • Pentecost: the celebration of the Good News of Jesus – <b>Reveal</b> Acquire the skills of assimilation, celebration and application of the above – <b>Respond</b>	<b>Islam/Judaism</b>  <b>Building the Kingdom:</b> <b>Subsidiarity</b> <b>Participation</b> <b>Promoting Peace</b>	<b>UNIVERSAL CHURCH – WORLD: OUR WORLD</b> Know and understand: • what we love and wonder about our world – <b>Explore</b> • God gave us this wonderful world – <b>Reveal</b> acquire the skills of assimilation, celebration and application of the above – <b>Respond</b>

	<p>Know and understand:</p> <ul style="list-style-type: none"> <li>• What it is to welcome and be welcomed – <b>Explore</b></li> <li>• Baptism: a welcome to God’s family – <b>Reveal</b></li> </ul> <p>Acquire the skills of assimilation, celebration and application of the above – <b>Respond</b></p> <p>Welcome Mass</p> <p><b>Building the Kingdom: The Common Good Participation</b></p>	<p>Know and understand:</p> <ul style="list-style-type: none"> <li>• what a celebration is – <b>Explore</b></li> <li>• how the parish family celebrate – <b>Reveal</b></li> </ul> <p>acquire the skills of assimilation celebration and application of the above – <b>Respond</b></p> <p>Diwali Nativity performance</p> <p><b>Building the Kingdom: The Common Good Participation Promoting Peace Solidarity</b></p>	<p><b>LENT/EASTER – GIVING: GROWING</b></p> <p><b>Know and understand:</b></p> <ul style="list-style-type: none"> <li>• Spring is a time when things begin to grow – <b>Explore</b></li> <li>• Lent – a time to grow in love to be more like Jesus and to look forward to Easter – <b>Reveal</b></li> </ul> <p>Acquire the skills of assimilation, celebration and application of the above – <b>Respond</b></p> <p>Ash Wednesday Mass</p> <p><b>Building the Kingdom: Participation Promoting Peace Distributive Justice</b></p>	<p><b>RECONCILIATION – INTER-RELATING: FRIENDS</b></p> <ul style="list-style-type: none"> <li>• We can make friends – <b>Explore</b></li> <li>• Jesus had good friends; what Jesus tells us about friendship – <b>Reveal</b></li> </ul> <p>Acquire the skills of assimilation, celebration and application of the above – <b>Respond</b></p> <p>Easter</p> <p><b>Building the Kingdom: Subsidiarity Participation Promoting Peace The Common Good</b></p>		<p><b>Building the Kingdom: Subsidiarity Participation Promoting Peace Distributive justice Preferential difference for the poor</b></p>
<b>CAL</b>	- Sitting on the carpet, maintaining attention, sitting quietly	- Two-channelled attention – can listen and do for short span	- Listens and responds to ideas expressed by others in conversation or discussion	- Able to follow a story without pictures or props - Retell a story	- Extends vocabulary, especially by grouping and naming, exploring	- Retell a story - Predict events in a story - Respond appropriately to

<p>- Introduced storyline or narrative into their play - Retell stories with puppets</p> <p><b>Development matters 2021:</b> Understand how to listen carefully and why listening is important. Learn new vocabulary. Use new vocabulary through the day. Ask questions to find out more and to check they understand what has been said to them. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Develop social phrases.</p>	<p>- 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> <p><b>Development matters 2021:</b> Understand how to listen carefully and why listening is important. Learn new vocabulary. Use new vocabulary through the day. Ask questions to find out more and to check they understand what has been said to them. Describe events in some detail. Use talk to help work out problems and organise thinking and activities, and to explain</p>	<p>- 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> <p><b>Development matters 2021:</b> Understand how to listen carefully and why listening is important. Learn new vocabulary. Use new vocabulary through the day. Ask questions to find out more and to check they understand what has been said to them. Connect one idea or action to another</p>	<p>- 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> <p><b>Development matters 2021:</b> Learn new vocabulary. Use new vocabulary through the day.</p>	<p>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> <p><b>Development matters 2021:</b> Learn new vocabulary. Use new vocabulary through the day. Ask questions to find out more and</p>	<p>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> <p><b>Development matters 2021:</b> Learn new vocabulary. Use new vocabulary through the day. Ask questions to find out more and</p>	<p>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> <p><b>Development matters 2021:</b> Learn new vocabulary. Use new vocabulary through the day. Ask questions to find out more and</p>
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<p>Engage in storytimes. Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs.</p> <p><b>Building the Kingdom: Participation Human Dignity The Common Good</b></p>	<p>how things work and why they might happen. Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p><b>Building the Kingdom: Participation Human Dignity The Common Good</b></p>	<p>using a range of connectives. Describe events in some detail. Listen to and talk about stories to build familiarity and understanding. Use new vocabulary in different contexts.</p> <p><b>Building the Kingdom: Participation Human Dignity The Common Good Promoting Peace</b></p>	<p>Ask questions to find out more and to check they understand what has been said to them. Connect one idea or action to another using a range of connectives. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Listen to and talk about stories to build familiarity and understanding. Use new vocabulary in different contexts. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p><b>Building the Kingdom:</b></p>	<p>Learn new vocabulary. Use new vocabulary through the day. Ask questions to find out more and to check they understand what has been said to them. Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Describe events in some detail. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Listen to and talk about stories to</p>	<p>to check they understand what has been said to them. Articulate their ideas and thoughts in well-formed sentences. Describe events in some detail. Listen to and talk about stories to build familiarity and understanding. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p><b>Building the Kingdom: Subsidiarity Participation</b></p>
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				<b>Participation</b>	<p>build familiarity and understanding. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p><b>Building the Kingdom: Participation</b></p>	
<b>PD</b>	<ul style="list-style-type: none"> <li>- Correct pencil grip</li> <li>- Fine motor skills activities to strengthen hands and fingers</li> <li>- Dressing independently</li> <li>- Dry and clean during the day</li> <li>- Beginning for form letters correctly</li> <li>- Races / chasing / riding bikes and scooters / climbing equipment (outside)</li> </ul>	<ul style="list-style-type: none"> <li>- Correct pencil grip</li> <li>- Fine motor skills activities to strengthen hands and fingers</li> <li>- Dressing independently</li> <li>- Dry and clean during the day</li> <li>- Beginning for form letters correctly</li> <li>- Using tools</li> </ul> <p>Links to PSHE (Health &amp; self-care)</p> <p><b>Getset4PE:</b></p>	<ul style="list-style-type: none"> <li>- Correct pencil grip</li> <li>- Fine motor skills activities to strengthen hands and fingers</li> <li>- Dressing independently</li> <li>- Dry and clean during the day</li> <li>- Forming many letters correctly</li> <li>- Races / chasing / riding bikes and scooters / climbing equipment (outside)</li> </ul>	<ul style="list-style-type: none"> <li>- Correct pencil grip</li> <li>- Fine motor skills activities to strengthen hands and fingers</li> <li>- Forming many letters correctly</li> <li>-Toileting independently</li> <li>- Egg rolling races</li> <li>- Races / chasing / riding bikes and scooters / climbing equipment (outside)</li> <li>- Eats a healthy range of foodstuffs and</li> </ul>	<ul style="list-style-type: none"> <li>- Correct pencil grip</li> <li>- Fine motor skills activities to strengthen hands and fingers</li> <li>- Forming most letters correctly</li> <li>-Toileting independently</li> <li>- Marching / parade / salute</li> <li>- Races / chasing / riding bikes and scooters / climbing equipment (outside)</li> </ul>	<ul style="list-style-type: none"> <li>- Correct pencil grip</li> <li>- Fine motor skills activities to strengthen hands and fingers</li> <li>- Forming most letters correctly</li> <li>-Toileting independently</li> <li>- Dancing</li> <li>- Carrying heavy objects</li> <li>- Drumming</li> <li>- Races / chasing / riding bikes and scooters / climbing</li> </ul>

<p>Links to PSHE (Health &amp; self-care)</p> <p><b>Getset4PE: Introduction to PE</b> 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><b>Development matters 2021:</b> Further develop the skills they need to manage the school day successfully: - lining up and</p>	<p><b>Fundamentals</b> 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><b>Development matters 2021:</b> Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes - personal hygiene Combine different movements with ease and fluency. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing,</p>	<p>- Using tools, construction and malleable materials (playdough) safely - Practices some appropriate safety measures without direct supervision</p> <p>Links to PSHE (Health &amp; self-care)</p> <p><b>Getset4PE: Gymnastics</b> 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</p>	<p>understands need for variety in food - Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health</p> <p>Links to PSHE (Health &amp; self-care)</p> <p><b>Getset4PE: Dance</b> 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.</p>	<p>- Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks - Shows understanding of how to transport and store equipment safely</p> <p>Links to PSHE (Health &amp; self-care)</p> <p><b>Getset4PE: Ball Skills</b> 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>	<p>equipment (outside)</p> <p>Links to PSHE (Health &amp; self-care)</p> <p><b>Getset4PE: Games</b> 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><b>Development matters 2021:</b> Develop the foundations of a handwriting style which is fast,</p>
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<p>queuing - mealtimes - personal hygiene</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p> <p>Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p> <p>Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking -</p>	<p>paintbrushes, scissors, knives, forks and spoons.</p> <p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p> <p>Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing</p> <p><b>Building the Kingdom: Human dignity Participation</b></p>	<p>actions together and including apparatus.</p> <p><b>Development matters 2021:</b></p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility. Combine different movements with ease and fluency.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p> <p>Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <p>Revise and refine the fundamental movement skills they</p>	<p>To move with control and coordination.</p> <p>To express and communicate ideas through movement.</p> <p>To move with control and coordination.</p> <p>To copy and repeat actions, linking them together.</p> <p>To remember and repeat actions.</p> <p>To explore body actions, pathways and shapes.</p> <p><b>Development matters 2021:</b></p> <p>Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine -</p>	<p>To develop kicking a ball to a target.</p> <p><b>Development matters 2021:</b></p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>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.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor</p>	<p>accurate and efficient.</p> <p>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.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor</p> <p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Revise and refine the fundamental movement skills</p>
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	<p>jumping - running - hopping - skipping - climbing</p> <p><b>Building the Kingdom:</b> <b>Human dignity Participation</b></p>		<p>have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing</p> <p><b>Building the Kingdom:</b> <b>Human dignity Participation</b></p>	<p>being a safe pedestrian Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing</p> <p><b>Building the Kingdom:</b> <b>Human dignity Participation</b></p>	<p>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> <p><b>Building the Kingdom:</b> <b>Human Dignity Participation</b></p>	<p>they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing</p> <p><b>Building the Kingdom:</b> <b>Human Dignity Participation</b></p>
<b>PSED</b>	<ul style="list-style-type: none"> <li>- Routines</li> <li>- Settling in</li> <li>- Independence</li> <li>- Turn taking and sharing</li> </ul>	<ul style="list-style-type: none"> <li>- Talk about self positively and about abilities</li> <li>- Play co-operatively</li> </ul>	<ul style="list-style-type: none"> <li>- Beginning to negotiate and solve problems without aggression</li> <li>- Play co-operatively</li> </ul>	<ul style="list-style-type: none"> <li>- Initiates conversations, attends to and takes account of what others say</li> <li>- Play co-operatively</li> </ul>	<ul style="list-style-type: none"> <li>- Takes steps to resolve conflicts with other children, e.g. finding a compromise</li> </ul>	<ul style="list-style-type: none"> <li>- Talk about feelings, own and others behaviour, work well with others, understand</li> </ul>



<p>- Who is who? Office staff, dinner staff and SLT invited in to introduce themselves</p> <p>- Class rules / behaviour expectations</p> <p>- Baseline assessment</p> <p><b>Jigsaw PSHE Scheme:</b> Being Me in My World</p> <ul style="list-style-type: none"> <li>• Self-identity</li> <li>• Understanding feelings</li> <li>• Being in a classroom</li> <li>• Being gentle</li> <li>• Rights and responsibilities</li> </ul> <p><b>Life to the full scheme:</b> <b>Handmade With Love</b></p>	<p><b>Jigsaw PSHE Scheme:</b> Celebrating Difference</p> <ul style="list-style-type: none"> <li>• Identifying talents</li> <li>• Being special</li> <li>• Families</li> <li>• Where we live</li> <li>• Making friends</li> <li>• Standing up for yourself</li> </ul> <p><b>Life to the full scheme:</b> <b>I am Me</b></p> <ul style="list-style-type: none"> <li>• We are each unique, with individual gifts, talents and skills.</li> <li>• Whilst we all have similarities because we are made in God's image, difference is part of God's plan!</li> </ul> <p><b>Heads, Shoulders, Knees and Toes</b></p> <ul style="list-style-type: none"> <li>• That their bodies are good and made by God</li> <li>• The names of the parts of the body (not genitalia)</li> </ul>	<p><b>Jigsaw PSHE Scheme:</b> Dreams and Goals</p> <ul style="list-style-type: none"> <li>• Challenges</li> <li>• Perseverance</li> <li>• Goal-setting</li> <li>• Overcoming obstacles</li> <li>• Seeking help</li> <li>• Jobs</li> <li>• Achieving goals</li> </ul> <p><b>Life to the full scheme:</b> <b>I Like, You Like, We All Like</b></p> <ul style="list-style-type: none"> <li>• That we all have different 'tastes' (likes and dislikes), but also similar needs (to be loved and respected, to be safe etc)</li> <li>• That it is natural for us to relate to and trust one another</li> </ul>	<p>- Show sensitivity to others' needs and feelings and form positive relationships</p> <p><b>Jigsaw PSHE Scheme:</b> Healthy Me</p> <ul style="list-style-type: none"> <li>• Exercising bodies</li> <li>• Physical activity</li> <li>• Healthy food</li> <li>• Sleep</li> <li>• Keeping clean</li> <li>• Safety</li> </ul> <p><b>Life to the full scheme:</b> <b>Role Model</b></p> <ul style="list-style-type: none"> <li>• We are part of God's family</li> <li>• Jesus cared for others and wanted them to live good lives like him</li> <li>• We should love other people in the</li> </ul>	<p>- Explains own knowledge and understanding, and asks appropriate questions of others</p> <p>- Play co-operatively</p> <p>- Show sensitivity to others' needs and feelings and form positive relationships</p> <p><b>Jigsaw PSHE Scheme:</b> Relationships</p> <ul style="list-style-type: none"> <li>• Family life</li> <li>• Friendships</li> <li>• Breaking friendships</li> <li>• Falling out</li> <li>• Dealing with bullying</li> <li>• Being a good friend</li> </ul> <p><b>Life to the full scheme:</b></p>	<p>and take changes of routine in their stride.</p> <p>- Play co-operatively</p> <p>- Show sensitivity to others' needs and feelings and form positive relationships</p> <p><b>Jigsaw PSHE Scheme:</b> Changing Me</p> <ul style="list-style-type: none"> <li>• Bodies</li> <li>• Respecting my body</li> <li>• Growing up</li> <li>• Growth and change</li> <li>• Fun and fears</li> <li>• Celebrations</li> </ul> <p><b>Life to the full scheme:</b></p>
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<p>– 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><b>Development matters 2021:</b> See themselves as a valuable individual. Build constructive and respectful relationships. Manage their own needs.</p> <p><b>Building the Kingdom:</b> Human dignity Subsidiarity Participation Promoting Peace</p>	<p><b>Ready Teddy?</b></p> <ul style="list-style-type: none"> <li>• That our bodies are good and we need to look after them</li> <li>• What constitutes a healthy lifestyle, including exercise, diet, sleep and personal hygiene</li> </ul> <p><b>Development matters 2021:</b> See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others</p> <p><b>Building the Kingdom:</b> Subsidiarity Participation Promoting Peace Human dignity</p>	<p><b>Good Feelings, Bad Feelings</b></p> <ul style="list-style-type: none"> <li>• A language to describe their feelings</li> <li>• An understanding that everyone experiences feelings, both good and bad</li> <li>• Simple strategies for managing feelings</li> </ul> <p><b>Let’s Get Real</b></p> <ul style="list-style-type: none"> <li>• Simple strategies for managing emotions and behaviour</li> <li>• That we have choices and these choices can impact how we feel and respond.</li> <li>• We can say sorry and forgive like Jesus</li> </ul> <p><b>Growing Up</b></p> <ul style="list-style-type: none"> <li>• That there are natural life stages</li> </ul>	<p>same way God loves us</p> <p><b>Who’s Who?</b></p> <ul style="list-style-type: none"> <li>• To identify special people (e.g. parents, carers, friends) and what makes them special</li> <li>• The importance of the nuclear family and of the wider family</li> <li>• The importance of being close to and trusting of ‘special people’ and telling them is something is troubling them</li> </ul> <p><b>You’ve Got a Friend in Me</b></p> <ul style="list-style-type: none"> <li>• How their behaviour affects other people and that there is appropriate and inappropriate behaviour</li> <li>• The characteristics of positive and</li> </ul>	<p><b>Safe Inside and Out</b></p> <ul style="list-style-type: none"> <li>• About safe and unsafe situations indoors and outdoors, including online.</li> <li>• That they can ask for help from their special people.</li> </ul> <p><b>My Body, My Rules</b></p> <ul style="list-style-type: none"> <li>• To know they are entitled to bodily privacy</li> <li>• That they can and should be open with ‘special people’ they trust if anything troubles them</li> <li>• 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</li> </ul>	<p><b>God Is Love</b></p> <ul style="list-style-type: none"> <li>• That God is love: Father, Son and Holy Spirit</li> <li>• That being made in His image means being called to be loved and to love others</li> </ul> <p><b>Loving God, Loving Others</b></p> <ul style="list-style-type: none"> <li>• What a community is, and that God calls us to live in community with one another</li> <li>• Some Scripture illustrating the importance of living in a community</li> <li>• No matter how small our offerings, they are valuable to God and He can use them for His glory.</li> </ul>
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			<p>from birth to death, and what these are</p> <p><b>Development matters 2021:</b> Express their feelings and consider the feelings of others Identify and moderate their own feelings socially and emotionally.</p> <p><b>Building the Kingdom: Participation Promoting Peace Human dignity</b></p>	<p>negative relationships</p> <ul style="list-style-type: none"> <li>• About different types of teasing and that all bullying is wrong and unacceptable</li> </ul> <p><b>Forever Friends</b></p> <ul style="list-style-type: none"> <li>• To recognise when they have been unkind to others and say sorry.</li> <li>• That when we are unkind, we hurt God and should say sorry.</li> <li>• To recognise when people are being unkind to them and others and how to respond.</li> <li>• That we should forgive like Jesus forgives.</li> </ul> <p><b>Development matters 2021:</b> Express their feelings and consider the feelings of others</p>	<p><b>Feeling Poorly</b></p> <ul style="list-style-type: none"> <li>• Medicines should only be taken when a parent or doctor gives them to us.</li> <li>• Medicines are not sweets.</li> <li>• We should always try to look after our bodies because God created them and gifted them to us.</li> </ul> <p><b>People Who Help Us</b></p> <ul style="list-style-type: none"> <li>• There are lots of jobs designed to help us.</li> <li>• Paramedics help us in a medical emergency.</li> <li>• First Aid can be used in non-emergency situations, as well as whilst waiting for an ambulance</li> </ul>	<p><b>Me, You, Us</b></p> <ul style="list-style-type: none"> <li>• That they belong to various communities, such as home, school, parish, the wider local area, nation and the global community</li> <li>• That they should help at home with practical tasks such as keeping their room tidy, helping in the kitchen, etc.</li> <li>• That we have a duty of care for others and for the world we live in (charity work, recycling, etc.)</li> <li>• About what harms and what improves the world in which they live</li> </ul> <p><b>Development matters 2021:</b></p>
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				<p>Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally.</p> <p><b>Building the Kingdom: Promoting Peace Participation Human Dignity The Common Good Stewardship</b></p>	<p><b>Development matters 2021:</b> Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally.</p> <p><b>Building the Kingdom: Human Dignity Solidarity</b></p>	<p>Think about the perspectives of others. Build constructive and respectful relationships. Express their feelings and consider the feelings of others</p> <p><b>Building the Kingdom: Human Dignity Participation</b></p>
<p><b>Phonics</b></p> <p><b>Literacy</b></p>	<p><b>Phase 1 Phonics</b></p> <p><b>Phase 2 Phonics:</b></p> <p><b>New sounds:</b> s, a, t, p, i, n, m, d, g, o, c, k, e, u, r, ck, h, b, f, ff, ll, ss.</p> <p><b>HFW:</b> a, at, as, is, it, in, an, l, and, on, not, into, can, no, go, to, get, got, the, put, if, off, big, had, his, him, but, back, of, dad, mum, up.</p> <p><b>HFW (writing):</b> the, and, to, l, so, no, go.</p> <p>- Story sequencing</p>	<p><b>Phase 2 Phonics:</b></p> <p><b>New sounds:</b> s, a, t, p, i, n, m, d, g, o, c, k, e, u, r, ck, h, b, f, ff, ll, ss.</p> <p><b>HFW:</b> a, at, as, is, it, in, an, l, and, on, not, into, can, no, go, to, get, got, the, put, if, off, big, had, his, him, but, back, of, dad, mum, up.</p> <p><b>HFW (writing):</b> the, and, to, l, so, no, go.</p> <p>- Story sequencing</p>	<p><b>Phase 3 Phonics:</b></p> <p><b>New sounds:</b> j, v, w, x, y, z, zz, qu, sh, th, ch, ng, ai, ee, oa, oo, ar, or, igh, ur, ow, oi, ear, er, air, ure.</p> <p><b>HFW (reading):</b> he, we, me, be, will, was, are, you, this, that, then, them, with, they, see, my, she, all, look, for, too, now, down, her.</p> <p>- Practise all GPCs, blending for reading,</p>	<p><b>Phase 3 Phonics:</b></p> <p><b>New sounds:</b> j, v, w, x, y, z, zz, qu, sh, th, ch, ng, ai, ee, oa, oo, ar, or, igh, ur, ow, oi, ear, er, air, ure.</p> <p><b>HFW (reading):</b> he, we, me, be, will, was, are, you, this, that, then, them, with, they, see, my, she, all, look, for, too, now, down, her.</p> <p>- Practise all GPCs, blending for reading,</p>	<p><b>Phase 4 Phonics:</b></p> <p><b>Tricky words (reading):</b> said, have, like, some, come, there, when, what, were, little, one, do, out.</p> <p><b>Decodable words (reading):</b> went, from, it's, just, help, children.</p> <p><b>Tricky words (writing):</b> he, she, we, me, be, was,</p>	<p><b>Phase 4 Phonics:</b></p> <p><b>Assess the children</b> in small groups using the Assessment sheet on p202 and guidance on p203-207 [of letters and sounds] (these assessment activities will need to be adapted to contain CCVC, CVCC, CCVCC and CCCVC words).</p>

<ul style="list-style-type: none"> <li>- Baseline</li> <li>- Initial sounds</li> <li>- Rhyming</li> <li>- Alliteration</li> <li>- Syllables</li> <li>- Environmental sounds</li> <li>- Segment and blend simple words</li> <li>- Attempts to write / make meaningful marks</li> <li>- Link sounds to letters, naming and sounding the letters of the alphabet</li> <li>- Recognise their name</li> <li>- Trace over their name</li> <li>- Talk about what happened in the story</li> <li>- Discuss the main characters</li> <li>- Predict what will happen next in a story</li> </ul> <p><b>Development matters 2021:</b></p>	<ul style="list-style-type: none"> <li>- Match the picture to the word</li> <li>- Rhyming</li> <li>- Segment and blend simple words and sentences</li> <li>- Attempts to write / make meaningful marks</li> <li>- Writes CVC words</li> <li>- Makes CVC words</li> <li>- Link sounds to letters, naming and sounding the letters of the alphabet</li> <li>- Write own name and labels/captions</li> <li>- Recognise their name</li> <li>- Trace over their name</li> <li>- Demonstrate understanding about what they have read (retelling / answering questions / predicting what might happen next etc)</li> </ul> <p><b>Development matters 2021:</b> Re-read these books to build up their confidence in word</p>	<p style="color: red;">segmentation for spelling, reading HFW already learned, how to read two syllable words.</p> <p>World Book Day</p> <ul style="list-style-type: none"> <li>- Birthday cards</li> <li>- Invitations</li> <li>- Recipes</li> <li>- Menus</li> <li>- Segment and blend simple words and sentences</li> <li>- Link sounds to letters, naming and sounding the letters of the alphabet</li> <li>- Write own name and labels/captions</li> <li>- Attempt to write short sentences</li> <li>- Read words and simple sentences</li> <li>- Demonstrate understanding about what they have read (retelling / answering questions / predicting</li> </ul>	<p style="color: red;">segmentation for spelling, reading HFW already learned, how to read two syllable words.</p> <ul style="list-style-type: none"> <li>- Fact files</li> <li>- Non fiction</li> <li>- Life cycles</li> <li>- Segment and blend simple words and sentences</li> <li>- Link sounds to letters, naming and sounding the letters of the alphabet</li> <li>- Write short sentences using some phonic knowledge</li> <li>- Read words and simple sentences using phase 3 sounds</li> <li>- Demonstrate understanding about what they have read (retelling / answering questions / predicting what might happen next etc)</li> </ul>	<p style="color: red;">you, they, are, my, her, all.</p> <ul style="list-style-type: none"> <li>- Practise reading and spelling HFW</li> <li>- Practise reading and writing sentences</li> <li>- Teach and practise reading CVCC, CCVC, CCVCC, CCCVC words</li> <li>- Non-fiction writing</li> <li>- Thank you letters to services</li> <li>- Segment and blend simple words and sentences</li> <li>- Link sounds to letters, naming and sounding the letters of the alphabet</li> <li>- Attempt to write short sentences using phase 3 graphemes</li> <li>- Read words and simple sentences using phase 3 graphemes</li> </ul>	<ul style="list-style-type: none"> <li>- Revisit any gaps / areas that need securing</li> <li>- Write their own stories</li> <li>- Poetry</li> <li>- Read and understand simple sentences</li> <li>- Demonstrate understanding about what they have read (retelling / answering questions / predicting what might happen next etc)</li> <li>- Write words and short sentences</li> <li>- Write irregular common words</li> </ul> <p><b>Development matters 2021:</b> Re-read what they have written to check that it makes sense.</p>
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	<p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Blend sounds into words, so that they can read short words made up of known letter– sound correspondences Read individual letters by saying the sounds for them.</p> <p><b>Building the Kingdom: Participation</b></p>	<p>reading, their fluency and their understanding and enjoyment. Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. Blend sounds into words, so that they can read short words made up of known letter– sound correspondences Read individual letters by saying the sounds for them.</p> <p><b>Building the Kingdom: Participation</b></p>	<p>what might happen next etc)</p> <p><b>Development matters 2021:</b> Spell words by identifying the sounds and then writing the sound with letter/s. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.</p> <p><b>Building the Kingdom: Participation</b></p>	<p><b>Development matters 2021:</b> Re-read what they have written to check that it makes sense. Spell words by identifying the sounds and then writing the sound with letter/s. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. Read some letter groups that each represent one sound and say sounds for them.</p> <p><b>Building the Kingdom: Participation</b></p>	<p>- Demonstrate understanding about what they have read (retelling / answering questions / predicting what might happen next etc) - Write irregular common words</p> <p><b>Development matters 2021:</b> Re-read what they have written to check that it makes sense. Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Spell words by identifying the sounds and then writing the sound with letter/s.</p>	<p>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Spell words by identifying the sounds and then writing the sound with letter/s. Form lower-case and capital letters correctly Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Read simple phrases and sentences made up of words with known letter– sound correspondences and, where</p>
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					<p>Form lower-case and capital letters correctly Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Read a few common exception words matched to the school's phonic programme. Read some letter groups that each represent one sound and say sounds for them.</p> <p><b>Building the Kingdom:</b></p>	<p>necessary, a few exception words. Read a few common exception words matched to the school's phonic programme. Read some letter groups that each represent one sound and say sounds for them.</p> <p><b>Building the Kingdom: Participation</b></p>
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					Participation	
Maths	<p><b>Essential Maths:</b></p> <ul style="list-style-type: none"> <li>- Subitising numbers up to 5; recognising the amount without Counting</li> <li>- Counting reliably, using number names in order and one to one correspondence</li> <li>- Comparing objects by length, thickness and weight/mass, using appropriate language to describe and order them</li> <li>-Noticing, describing and extending patterns, including thinking about what part is the repeating unit</li> <li>-Classifying (grouping) objects using given criteria and their own ideas and thinking about the groups after classification</li> </ul>	<p><b>Essential Maths:</b></p> <ul style="list-style-type: none"> <li>-Counting a set of items accurately, saying how many are in the set and comparing this to the amount in other sets</li> <li>- Using counting to compare and finding a precise numerical difference in sets of objects in varied contexts</li> <li>-Developing spatial thinking and spatial language linked to position and direction, in movements and using symbols</li> </ul> <p><b>Building the Kingdom: Participation</b></p>	<p><b>Essential Maths:</b></p> <ul style="list-style-type: none"> <li>-Knowing the position of numbers 0-10 and the relationship to other numbers, including whether they are close to 0, 5 or 10</li> <li>-Developing a deeper understanding that numbers are made up of other numbers and beginning to rehearse number bonds</li> <li>-Combining parts to make a whole and using the part, whole model to develop an understanding of addition</li> </ul> <p><b>Building the Kingdom: Participation</b></p>	<p><b>Essential Maths:</b></p> <ul style="list-style-type: none"> <li>-Exploring what to do when something is missing in a part, whole model; making links to subtraction and finding the difference</li> <li>-Counting confidently to 20, focusing on the numbers 10 – 20, and finding one more and one less than a number</li> <li>-Exploring doubling and halving, including solving problems involving doubling and halving</li> </ul> <p><b>Building the Kingdom: Participation</b></p>	<p><b>Essential Maths:</b></p> <ul style="list-style-type: none"> <li>-Understanding that numbers are either odd or even, looking at their 'shape' and whether they share fairly into two groups</li> <li>-Counting beyond 20, recognising the pattern of the counting system, exploring the value of tens and ones in numbers</li> </ul> <p><b>Building the Kingdom: Participation</b></p>	<p><b>Essential Maths:</b></p> <ul style="list-style-type: none"> <li>-Understanding that numbers are either odd or even, looking at their 'shape' and whether they share fairly into two groups</li> <li>-Counting beyond 20, recognising the pattern of the counting system, exploring the value of tens and ones in numbers</li> </ul> <p><b>Building the Kingdom: Participation</b></p>



	<b>Building the Kingdom: Participation</b>					
UTW	<p><b>Scientist of the term</b></p> <p><b>All about me</b>  -- Guess the baby  - Family  - All about me  - School routines  - Autumn  - Understand similarities / differences between people  - Understand change (nursery to reception) etc.</p> <p>Links to PSHE (The World and People and Communities)</p> <p><b>Development matters 2021:</b>  Explore, use and refine a variety of artistic effects to express their ideas and feelings</p>	<p><b>Scientist of the term</b></p> <p><b>We're going on a bear hunt</b>  Real bear hunt on field</p> <p><b>Bonfire night</b>  - Bonfire Night</p> <p><b>Diwali</b>  - Diwali – flags, holi festival, mendhi, naan breads, clay diva lamps</p> <p><b>Handas Surprise</b>  - Handa's Surprise – fruit tasting</p> <p><b>Christmas</b>  - Christmas  - Christmas traditions / routines</p> <p><b>Autumn/Winter</b>  - Seasonal changes</p> <p>Links to PSHE (The World and People and Communities)</p> <p><b>Development matters 2021:</b></p>	<p><b>Scientist of the term</b>  Mae Jemison</p> <p><b>Space</b>  Learn about the Earth and the moon  - Look at the different planets and compare and contrast  - Look at astronauts and talk about the suits – why are they important?</p> <p><b>Chinese New Year</b>  -Look at similarities and differences of cultures and traditions</p> <p><b>Winter</b>  -Seasonal changes</p> <p>Links to PSHE (The World and People and Communities)</p>	<p><b>Scientist of the term</b>  John Deere and Cyrus McCormick  <b>George Washington Carver</b></p> <p><b>Farms</b>  Animals and their babies  - Healthy eating (PSHE)  - Growing vegetables  - Healthy eating plate  - Match the animal babies to the adults  - Compare and contrast</p> <p>Links to PSHE (The World and People and Communities)</p> <p><b>Development matters 2021:</b>  Explore, use and refine a variety of artistic effects to</p>	<p><b>Scientist of the term</b>  Marie Tharp</p> <p><b>Under the sea</b>  - Under the sea creatures  - Compare to land animals – similarities and differences  - Plant life under the sea</p> <p>Links to PSHE (The World and People and Communities)</p> <p><b>Development matters 2021:</b>  Explore, use and refine a variety of artistic effects to express their ideas and feelings</p>	<p><b>Scientist of the term</b>  Christiaan Huygens (invented the clock)</p> <p><b>Fairy tales</b>  - Teacup bird feeder, identify bird species  - Jam tarts and sandwiches for party</p> <p>Links to PSHE (The World and People and Communities)</p> <p><b>Development matters 2021:</b>  Explore, use and refine a variety of artistic effects to express their ideas and feelings  Listen attentively, move to and talk about music, expressing their</p>

		<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p>	<p><b>Development matters 2021:</b></p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Develop storylines in their pretend play. Explore and engage in music making and dance, performing solo or in groups.</p>	<p>express their ideas and feelings</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Develop storylines in their pretend play.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p>	<p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>Develop storylines in their pretend play.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p>	<p>feelings and responses.</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>Develop storylines in their pretend play.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p>
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<p>EAD</p>	<p><b>Artist of the term-</b> - Music lessons help build repertoire of songs and exploring instruments <b>All about me</b> - Explore senses - Cutting / modelling with clay or play dough <b><u>Polar bear, polar bear what do you see?</u></b> - Explore insulation (polar bears) – holding ice / cold water on bare hand and then hand with glove/bubble wrap insulation  Role play: home corner  <b>Development matters 2021:</b> Name and describe people who are familiar to them. Talk about members of their immediate</p>	<p><b>Artist of the term-</b> <b><u>We're going on a bear hunt</u></b> - Paint pictures <b><u>Diwali</u></b> - Diva lamps <b><u>Christmas</u></b> - Christmas cards - Christmas decoration - Cutting / modelling with clay or play dough  - Music lessons help build repertoire of songs and exploring instruments  Role play: home corner / Christmas grotto / gruffalo café  <b>Development matters 2021:</b> Talk about members of their immediate family and community. Recognise that people have different beliefs and celebrate special times in different ways.</p>	<p><b>Artist of the term-</b> Tim Noble and Sue Webster  <b><u>Space</u></b> -Patterns - Planets (painting/ models / papier mache) - Junk model jet packs - Cutting / modelling with clay or play dough <b><u>Chinese New Year</u></b> -Chinese crafts -Chinese dragon dance  - Music lessons help build repertoire of songs and exploring instruments  Role play: space centre  <b>Development matters 2021:</b> Talk about members of their immediate</p>	<p><b>Artist of the term-</b> <b><u>Vincent Van Gogh</u></b> - Mother's day card / craft - Easter cards - Easter craft - Design an egg - Easter bonnets - Cutting / modelling with clay or play dough  - Music lessons help build repertoire of songs and exploring instruments  Role play: garden centre  <b>Development matters 2021:</b> Explore the natural world around them. Recognise some environments that are different from the one in which they live.</p>	<p><b>Artist of the term-</b> - COURTNEY MATTISON (loose parts shells) <b><u>Under the sea</u></b> -Make own rainbow fish - Make giant class octopus - Father's day cards / craft -Make a boat - Cutting / modelling with clay or play dough  - Music lessons help build repertoire of songs and exploring instruments  Role play: school  <b>Development matters 2021:</b> Recognise some environments that are different from the one in which they live.</p>	<p><b>Artist of the term-</b> - <b><u>Fairy tales</u></b> -Make feather duster - Teacup bird feeder - The rose in the dome - Cups and Teapots - Paper cup Chip art - Beast masks - Mirror with jewels - Mad Hatter's Tea party - Flowers on sticks - Make own pocket/wrist watches - Potions with drink me label  - Music lessons help build repertoire of songs and exploring instruments  Role play: castle  <b>Development matters 2021:</b></p>
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	<p>family and community Draw information from a simple map. Understand that some places are special to members of their community. Describe what they see, hear and feel whilst outside.</p>	<p>Understand the effect of changing seasons on the natural world around them.</p>	<p>family and community. Compare and contrast characters from stories, including figures from the past. Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries. Understand the effect of changing seasons on the natural world around them.</p>		<p>Understand the effect of changing seasons on the natural world around them.</p>	<p>Comment on images of familiar situations in the past.</p>
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