**HOLY FAMILY SCHOOL Yearly Overview EYFS Year: Nursery Teacher: Miss Barrett **

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| **YEAR A** | **AUTUMN** | | | **SPRING** | | | **SUMMER** | | |
| **Topic** | **Ourselves**  **Black history month (October)**  Books: All about me: - Why am I different? - Norma Simon - Do I have to go to school? - Pat Thomas - My first day at school - Where’s my peg? - Jen Green - Brown bear, brown bear what do you see? - Bill Martin Jr  - My five senses book by Aliki  - The smartest Giant in town - Julia Donaldson  - Mixed - Aree Chung  - In Every house on every street - Jess Hitchman Autumn:  - The Leafman - Lois Elhert  - We’re going on a leaf hunt - Steve Metzger  - A stroll through the seasons - Kay Barnham  - Let It Fall - Maryann Cocca-Leffler  - The Busy Little Squirrel - Nancy Tafuri  - Leaves Fall Down (Autumn) - Lisa Bullard |  | **Repetitive story patterns/ Christmas**  Pantomime school trip  Nativity performance  Books:  - The Remembrance day - 11/11/21 <http://learning.poppyscotland.org.uk/resource/the-poppy-story-book-animation/>  Bonfire Night: - Sparks in the sky - Twinkl - Hovis the Hedgehog - Lynda Leigh Crawford  - Bonfire Night by Nancy Diwali - 4/11/21:  - Dipali’s Diwali – Twinkl  - Rama and Sita - A story of Diwali - Pippa Howard - Dickmann Diwali by Nancy Dickmann  - Lighting a lamp - Jonny Zucker Christmas:  - Stickman - Julia Donaldson  - The Snowman - Raymond Briggs  - Mog’s Christmas - Judith Kerr  - The Jolly Postman Christmas  - Janet & Allan Ahlberg  - The Christmas Story | **Celebrations**  Books:  - Kipper’s birthday - Mick Inkpen - Happy Birthday Blue Kangaroo  - Emma Chichester Clark  - Birthdays around the world - Margriet Ruurs  Weddings:  - The Scarecrow’s Wedding  - J. Donaldson - Julian at the Wedding  - Jessica Love  - Nadia’s hands  - Karen English  - The Big Ceremony - Ozi Okaro  - When Willy went to the wedding  - The Little Mouse Wedding - Michelle Cartlidge  - Uncle Peter’s Amazing Chinese Wedding  - Lenore Look  Chinese New Year:  - Chinese New Year story  - Dragon Dance - Joan Holub  - Lanterns and Firecrackers - Jonny Zucker  - My first Chinese New Year - Karen Katz Mardi Gras:  -All about Mardi Gras powerpoint - Twinkl  -Mimi’s First Mardi Gras - Alice Couvillion and Elizabeth Moore -The Bourbon Street Band is back - Ed Shareman | **tat** | **Mini beasts**  Books:  - The Very Hungry Caterpillar - Eric Carle  -The Crunching Munching Caterpillar - Sheridan Cain  - Ten Little Ladybirds - Melaine Gerth  - I love Bugs! - Emma Dodd  - Mad about Minibeasts  - Giles Andrea - Life Cycle books (non-fiction)  - Superworm - Julia Donaldson  -Diary of a spider - Doreen Cronin | **People who help us**  Books:  **Dentist:**  - Going to the dentist  - Usborne First Experiences  -Pony brushes his teeth - Michael Dahl  -The tooth book - Edward Miller  - Alan’s Big scary teeth - Jarvis  -Pete the Cat and the lost tooth - **James Dean Police:**  -Police officers on patrol  - Kersten Hamilton  - I’m afraid your teddy is in trouble today - Jancee Dunn  -The detective Dog - Julia Donaldson  -Police Officer - Twinkl  **Fire brigade:**  -Charlie the Firefighter - Twinkl -Emergency - Margaret Mayo  - Animal Firefighters –  Sharon Rentta **Ambulance/Hospital:**  -Dear Daisy Get well soon - Maggie Smith  - Look inside a hospital - Usborne -Emma’s question  - Catherine Urdahl Awesome **Ambulances:**  - Tony Mitton -Do I have to go to Hospital?  - Pat Thomas  **Other people:**  Based on children’s interests |  | **Africa**  **Books:**  - Deep in the Sahara - Kelly Cunnane  - Anna Hibiscus’ song –  Atinuke - African Tales  - Gcina Mhlophe - Bringing the rain to Kapiti Plain  - Verna Aardema  - Handa’s Surprise - Eileen Brown  - Mama Panya’s Pancakes - Mary and Rich Chamberlin  - Giraffes can’t dance - Giles Andreae  - Starry Safari - Linda Ashman  - Way far away on a wild safari - Jan Peck  - The Hunter - Paul Geraghty |  |  |  |
| **RE** | **Domestic Church – Family: Myself**  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**  **Baptism/Confirmation – Belonging: Welcome**  Know and understand:  • What it is to welcome and be welcomed **– Explore**  • Baptism: a welcome to God’s family **– Reveal**  Acquire the skills of assimilation, celebration and application of the above **– Respond**  Welcome Mass  **The Common Good**  **Participation** | **ADVENT/CHRISTMAS- LOVING: BIRTHDAY** Know and understand:  • what a birthday is; waiting for a birthday **– Explore**  • Advent: looking forward to Christmas, the birthday of Jesus **– Reveal**  Acquire the skills of assimilation, celebration and application of the above **– Respond**  **LOCAL CHURCH – COMMUNITY: CELEBRATING**  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**  Diwali  Nativity performance  **The Common Good**  **Participation**  **Promoting Peace**  **Solidarity** | **EUCHARIST – RELATING: GATHERING**  Know and understand:  • how and why people gather together **– Explore**  • the joy of gathering together to celebrate atMass **– Reveal**  Acquire the skills of assimilation, celebration and application of the above **– Respond**  **LENT/EASTER – GIVING: GROWING**  **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**  Acquire the skills of assimilation, celebration and application of the above – **Respond**  Ash Wednesday Mass  **Participation**  **Promoting Peace**  **Distributive Justice** | **PENTECOST – SERVING: 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**  **RECONCILIATION – INTER-RELATING: FRIENDS**  • We can make friends – **Explore**  • Jesus had good friends; what Jesus tells us about friendship – **Reveal**  Acquire the skills of assimilation, celebration and application of the above – **Respond**  Easter  **Subsidiarity**  **Participation**  **Promoting Peace**  **The Common Good** | **Islam**  **Subsidiarity**  **Participation**  **Promoting Peace** | **UNIVERSAL CHURCH – WORLD: OUR WORLD**  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**  **Subsidiarity**  **Participation**  **Promoting Peace**  **Distributive justice**  **Preferential difference for the poor** |
| **CAL** | - Sitting on the carpet, maintaining attention, sitting quietly  - Introduced storyline or narrative into their play  - Retell stories with puppets  **Participation**  **Human Dignity**  **The Common Good**  **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?”  May have problems saying some sounds: r, j, th, ch, and sh. | - 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  **Participation**  **Human Dignity**  **The Common Good**  **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.”  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. | - 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.  **Participation**  **Human Dignity**  **The Common Good**  **Promoting Peace**  **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.”  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. | - 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  **Participation**  **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.”  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’.  May have problems saying some sounds: r, j, th, ch, and sh.  Struggle with multisyllabic words such as Pterodactyl, planetarium and hippopotamus.  Be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions. | - 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  **Participation**  **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.”  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’.  May have problems saying some sounds: r, j, th, ch, and sh.  Struggle with multisyllabic words such as Pterodactyl, planetarium and hippopotamus.  Be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions.  Can start a conversation with an adult or a friend and continue it for many turns.  Use talk to oragnise themselves and their play :”Let’s go on the bus…you sit there….I’ll be the driver.” | - 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  **Subsidiarity**  **Participation**  **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.”  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’.  May have problems saying some sounds: r, j, th, ch, and sh.  Struggle with multisyllabic words such as Pterodactyl, planetarium and hippopotamus.  Be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions.  Can start a conversation with an adult or a friend and continue it for many turns.  Use talk to oragnise themselves and their play :”Let’s go on the bus…you sit there….I’ll be the driver.” |
| **PD** | - Correct pencil grip  - Fine motor skills activities to strengthen hands and fingers  - Dressing independently  - Dry and clean during the day  - Beginning for form letters correctly  - Races / chasing / riding bikes and scooters / climbing equipment (outside)  Links to PSHE (Health & self-care)  **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.  **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 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.  **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) | - Correct pencil grip  - Fine motor skills activities to strengthen hands and fingers  - Dressing independently  - Dry and clean during the day  - Beginning for form letters correctly  - Using tools  Links to PSHE (Health & self-care)  **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.  **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  Use one handed tools and equipment (making snips in paper with scissors)  **Human dignity**  **Participation** | - Correct pencil grip  - Fine motor skills activities to strengthen hands and fingers  - Dressing independently  - Dry and clean during the day  - Forming many letters correctly  - Races / chasing / riding bikes and scooters / climbing equipment (outside)  - Using tools, construction and malleable materials (playdough) safely  - Practices some appropriate safety measures without direct supervision  Links to PSHE (Health & self-care)  **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.  **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 –**  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.  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)  **Human dignity**  **Participation** | - Correct pencil grip  - Fine motor skills activities to strengthen hands and fingers  - Forming many letters correctly  -Toileting independently  - Egg rolling races  - Races / chasing / riding bikes and scooters / climbing equipment (outside)  - Eats a healthy range of foodstuffs and 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  Links to PSHE (Health & self-care)  **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.  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.  **Human dignity**  **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 activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.  **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.  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) | - Correct pencil grip  - Fine motor skills activities to strengthen hands and fingers  - Forming most letters correctly  -Toileting independently  - Marching / parade / salute  - Races / chasing / riding bikes and scooters / climbing equipment (outside)  - 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  Links to PSHE (Health & self-care)  **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.  To develop kicking a ball to a target.  **Human Dignity**  **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 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.  **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.  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) | - Correct pencil grip  - Fine motor skills activities to strengthen hands and fingers  - Forming most letters correctly  -Toileting independently  - Dancing  - Carrying heavy objects  - Drumming  - Races / chasing / riding bikes and scooters / climbing equipment (outside)  Links to PSHE (Health & self-care)  **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.  **Human Dignity**  **Participation**  **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 |
| **PSED** | - Routines  - Settling in  - Independence  - Turn taking and sharing  - Who is who? Office staff, dinner staff and SLT invited in to introduce themselves  - Class rules / behaviour expectations  - Baseline assessment  **Jigsaw PSHE Scheme:**  Being Me in My World   * Self-identity * Understanding feelings * Being in a classroom * Being gentle * Rights and responsibilities   **Life to the full scheme:**  **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!  **Human dignity**  **Subsidiarity**  **Participation**  **Promoting Peace**  **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. | - Talk about self positively and about abilities  - Play co-operatively  **Jigsaw PSHE Scheme:**  Celebrating Difference   * Identifying talents * Being special * Families * Where we live * Making friends * Standing up for yourself   **Life to the full scheme:**  **I am Me**  • 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! Heads, Shoulders, Knees and Toes • That their bodies are good and made by God • The names of the parts of the body (not genitalia) Ready Teddy? • That our bodies are good and we need to look after them • What constitutes a healthy lifestyle, including exercise, diet, sleep and personal hygiene.  **Subsidiarity**  **Participation**  **Promoting Peace**  **Human dignity**  **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. | - Beginning to negotiate and solve problems without aggression  - Play co-operatively  **Jigsaw PSHE Scheme:**  Dreams and Goals   * Challenges * Perseverance * Goal-setting * Overcoming obstacles * Seeking help * Jobs * Achieving goals   **Life to the full scheme:** I Like, You Like, We All Like • 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 Good Feelings, Bad Feelings • A language to describe their feelings • An understanding that everyone experiences feelings, both good and bad • Simple strategies for managing feelings Let’s Get Real • 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 Growing Up • That there are natural life stages from birth to death, and what these are  **Participation**  **Promoting Peace**  **Human dignity**  **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. | - 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  **Jigsaw PSHE Scheme:**  Healthy Me   * Exercising bodies * Physical activity * Healthy food * Sleep * Keeping clean * Safety   **Life to the full scheme:** Role Model • 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 Who’s Who? • 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 You’ve Got a Friend in Me • How their behaviour affects other people and that there is appropriate and inappropriate behaviour • The characteristics of positive and negative relationships • About different types of teasing and that all bullying is wrong and unacceptable Forever Friends • 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.  **Promoting Peace**  **Participation**  **Human Dignity**  **The Common Good**  **Stewardship**  **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. | - 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  **Jigsaw PSHE Scheme:**  Relationships   * Family life * Friendships * Breaking friendships * Falling out * Dealing with bullying * Being a good friend   **Life to the full scheme:** Safe Inside and Out • About safe and unsafe situations indoors and outdoors, including online. • That they can ask for help from their special people. My Body, My Rules • 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  Feeling Poorly • 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. People Who Help Us • 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  **Human Dignity**  **Solidarity**  **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. | - 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  **Jigsaw PSHE Scheme:**  Changing Me   * Bodies * Respecting my body * Growing up * Growth and change * Fun and fears * Celebrations   **Life to the full scheme:** God Is Love • 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 Loving God, Loving Others • 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. Me, You, Us • 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. • 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  **Human Dignity**  **Participation**  **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.  Using words such as happy, sad angry or worried. |
| **Phonics**  **Literacy** | **Phase 1 Phonics**  **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).  - Baseline  - Initial sounds  - Rhyming  - Environmental sounds  - Attempts to write / make meaningful marks  - Recognise their name  - Talk about what happened in the story  - Discuss the main characters  **Participation**  **Development matters 2021:**  Understand print has meaning.  Understand we read English text from left to right and top to bottom.  Engage in conversations about stories and new vocabulary we learn. | **Phase 1**  **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).  - Story sequencing  - Segment and blend simple words and sentences  - Attempts to write / make meaningful marks  - Write own name and labels/captions  - Recognise their name  - Demonstrate understanding about what they have read (retelling / answering questions / predicting what might happen next etc)  **Participation**  **Development matters 2021:**  Understand print has meaning.  Understand we read English text from left to right and top to bottom.  Engage in conversations about stories and new vocabulary we learn.  Spot and suggest rhymes from our stories.  Recognise words with the same initial sound.  Start to write our names. | **Phase 1 Phonics**  **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).  World Book Day  - Birthday cards  - Invitations  - Recipes  - Menus  - Rhyming  - Environmental sounds  - Attempts to write / make meaningful marks  - Recognise their name  - Talk about what happened in the story  - Discuss the main characters  - Demonstrate understanding about what they have read (retelling / answering questions / predicting what might happen next etc)  Initial sounds  **Participation**  **Development matters 2021:**  Engage in conversations about stories and new vocabulary we learn.  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. | **Phase 1 Phonics**  **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).  **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.  - Fact files  - Life cycles  - Initial sounds  - Rhyming  - Environmental sounds  - Attempts to write / make meaningful marks  - Recognise their name  - Talk about what happened in the story  - Discuss the main characters  **Participation**  **Development matters 2021:**  Understand stories have sequences and that there are different parts in a book.  Understand print can have different purposes.  Engage in conversations about stories and new vocabulary we learn.  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. | **Phase 1 Phonics**  **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).  **Phase 1**  **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).  - Story sequencing  - Match the picture to the word  - Rhyming  - Segment and blend simple words and sentences  - 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  - Trace over their name  - Demonstrate understanding about what they have read (retelling / answering questions / predicting what might happen next etc)  **Participation**  **Development matters 2021:**  Understand print can have different purposes.  Understand stories have sequences and that there are different parts in a book.  Engage in conversations about stories and new vocabulary we learn.  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. | **Phase 1 Phonics**  **Phase 2 Phonics**:  **New sounds**: s, a, t, p, i, n, m, d, g, o, c, k, e, u, r, ck, h, b, f, ff, ll, ss.  HFW: into, can, no, go, to, get, got, the, put, if, off, big, had, his, him, but, back, of, dad, mum, up.  - Initial sounds  - Rhyming  - Alliteration  - Syllables  - Environmental sounds  - Segment and blend simple words  - Attempts to write / make meaningful marks  - Link sounds to letters, naming and sounding the letters of the alphabet  - Recognise their name  - Trace over their name  - Talk about what happened in the story  - Discuss the main characters  - Predict what will happen next in a story  **Participation**  **Development matters 2021:**  Understand stories have sequences and that there are different parts in a book.  Engage in conversations about stories and new vocabulary we learn.  Understand print can have different purposes.  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 some letters accurately.  **Participation**  **Human Dignity**  **Development matters 2021:**  Understand print can have different purposes.  Understand stories have sequences and that there are different parts in a book.  Engage in conversations about stories and new vocabulary we learn.  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. |
| **Maths** | **Essential Maths:**  - Subitising numbers up to 5; recognising the amount without Counting  - Counting reliably, using number names in order and one to one correspondence  - Comparing objects by length, thickness and weight/mass, using appropriate language to describe and order them  -Noticing, describing and extending patterns, including thinking about what part is the repeating unit  -Classifying (grouping) objects using given criteria and their own ideas and thinking about the groups after classification  **Participation** | **Essential Maths:**  -Counting a set of items accurately, saying how many are in the set and comparing this to the amount in other sets  - Using counting to compare and finding a precise numerical difference in sets of objects in varied contexts  -Developing spatial thinking and spatial language linked to position and direction, in movements and using symbols  **Participation** | **Essential Maths:**  -Knowing the position of numbers and the relationship to 1-5 other numbers, including whether they are close to 0, 5.  -Combining parts to make a whole and using the part, whole  model to develop an understanding of addition.  -Talk about and explore 2D, 3D shapes. Use language such as round, corners and shape names.  **Participation** | **Essential Maths:**  -Using comparative language such as more, fewer, bigger and smaller.  - using positional language such as under and above.  - Talk about patterns that can be found around them.  - Describe a familiar route.  **Participation** | **Essential Maths:**  -Link numerals and amount.  -Discuss routes and locations using words such as ‘in front of’ and ‘behind’  -Talk about patterns such as ABABAB ABCABC  -Begin to describe a sequence using first, next and then.  **Participation** | **Essential Maths:**  -Counting beyond 5 and representing these with items.  -Selecting shapes appropriately and using them to make larger shapes.  **Participation** |
| **UTW** | **Scientist of the term**: Aristotle - discovered the five senses  **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  - Draw maps of where they live  **Brown Bear, Brown bear what do you see?**  - Draw maps of our bear hunt  - Colour mixing and discussion of camouflage and hibernation. Experiment on hibernation.  **Human Dignity**  **Solidarity**  **Development matters 2021:**  -Use their senses in hands on experiences of natural materials.  -Begin to make sense of their own life stories. | **Scientist of the term:** Robert Boyle an Irish chemist. Discovered there is air above us in the atmosphere.  **Christmas:**  - Discuss the Christmas story  - Talk about different traditions at Christmas  **Bonfire Night:**  - Bonfire Night – fireworks, safety around fire, sparklers.  **International week:**  - International week – India – flags, holi festival, mendi, naan breads, clay diva lamps  **Diwali:**  - Diwali – consider similarities and differences between the celebrations & religions, Diwa lamps, Mendhi patterns, Henna, Indian flag.  **Seasonal changes/Autumn:**  - Seasonal changes – weather, what clothes to wear in each season etc.  - Experiment – What clothes should teddy wear?  **Human Dignity**  **Stewardship**  **Participation**  **Development matters 2021:**  -Explore collections of materials with similar and different properties.  -Explore how things work.  - Talk about the difference between materials and how they change. | **Scientist of the term:** Gallileo Galileo – invented the first telescope.  **Chinese New Year:**  - Chinese culture similarities and differences  - Cook Chinese food and taste  - Chinese dragon dances  - Chinese letters and numbers  - Look at Chinese clothing  - Speak some basic mandarin.  **Weddings:**  - Weddings – Catholic wedding and another wedding of a different religion. Similarities and differences. Children to dress up for each of the weddings and act them out.  - Father Norbert to talk about events/services that happen at the church.  - Visit our local church.  - Discuss traditions linked to weddings  **Birthdays:**  - Look at children’s traditions when celebrating their birthday.  - Bake cakes  - Similarities and differences around the world  **Human Dignity**  **Stewardship**  **Participation**  **Promoting Peace**  **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 | **Scientist of the term**: Carl Linnaeus - discovered organising and classifying things, Lorenzo Langsthroth - discovered the beehive, Charles H Turner - discovered insects can hear and honeybees can recognise colours  **The Very Hungry Caterpillar:**  - Life cycle of a butterfly  - Have real caterpillars in school  - Caterpillar cress growing experiment  - Fruit tasting – I like/Dislike  **I Love bugs!:**  -Minibeast hunt  - Bug hotel  - Bug fossils using playdough – can you guess the bug?  - Bees and their hives  - Honey  - Pollination  **Easter:**  -Why do we celebrate Easter?  -What happened to Jesus at Easter time?  **Stewardship**  **Participation**  **Subsidiarity**  **Promoting Peace**  **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. | **Scientist of the term:** Marie Curie - discovered radioactivity or x rays, Alexander Fleming -discovered Penicillin  **Police:**  - Police visit  - Why are the police important?  - What should we call the police for?  - What number do we ring?  - Do you know your telephone number and address?  - Police car and station outside  **Hospital:**  - Who works at the hospital?  - Why do we go to hospital?  - Plastering for children to practise on dolls  - Medical equipment to explore  **Fire service:**  - Fire engine to visit  - Discuss how we can make our home safe  - What do we use the fire service for?  - What is their uniform made of?  - Compare fire engines and clothing to the past.  **Stewardship**  **Participation**  **Subsidiarity**  **Human Dignity**  **Development matters 2021:**  -Begin to make sense of Family’s history.  -Know that there are different countries in the world and talk about the differences they have seen.  -Show an interest in different occupations.  - Begin to understand the need to respect and care for the natural environment and all living things | **Scientist of the term:** Anders Celsius – invented temperature scales and divided into parts called degrees.  **African culture:**  - Learning about some aspects of African tribal culture – look at similarities and differences  - Look at traditional clothing and traditional meals  - Look at the difference in animals that live in Africa to the UK  - Experiment - Difference in plant life – how do they survive?  **Stewardship**  **Participation**  **Subsidiarity**  **Human Dignity**  **Development matters 2021:**  - Know that there are different countries in the world and talk about the differences they have seen.  -Begin to understand the need to respect and care for the natural environment and all living things. |
| **EAD** | **Artist of the term: Da Vinci - Mona Lisa**  **All about me:**  -face painting  -observational drawing  -painting names and decorating them  -making their face with natural objects  **Five senses:**  - Explore senses – the five senses  - Cutting/modelling with clay or play dough  - scented playdough  -smell pots  -what’s in the box?  **Brown Bear, Brown Bear, What do you see?**  -Colour mixing  -Experimenting with different textures  **Human Dignity**  **Solidarity**  **Development matters 2021:**  -Take part in pretend play.  -Explore different materials freely. | **Artist of the term: Jackson Pollock - fireworks art**  **Christmas:**  - Christmas cards  - Christmas decoration  - Wrapping paper and tag  -Christmas role play  **Bonfire night:**  - Bonfire night pictures  - Sparklers  -Campfire  **Diwali:**  - Diwali lamps  - Diwali paintings  **International week:**  - International week – India – flags, holi festival, mendi, naan breads.  **Promoting Peace**  **Distributive justice**  **Solidarity**  **Subsidarity**  **The Common Good**  **Development matters 2021:**  -Begin to listen to sounds.  -Begin to develop complex stories using small world resources.  -Develop their own ideas and then decide which resources to use to express them.  -Create closed shapes with continuous lines.  - Begin to remember songs and rhymes. | **Artist of the term: Kandinsky - Colour and pattern**  **Chinese New Year:**  - Stir fry cooking  - Trying fortune cookies  - Chinese lanterns  -Explore Chinese numbers  **Birthdays:**  - Invitations  - Baking cakes  - Birthday cards  - Guest list  **Weddings:**  -Act out different weddings  -Wedding pictures  **Human Dignity**  **Promoting Peace**  **Solidarity**  **Development matters 2021:**  -Draw with increasing complexity and detail.  -Explore colour and colour mixing.  -Listen with increased attention to sounds.  -Remember and sing entire songs. | **Artist of the term:Thomas - Springtime in Washington, Vincent Van Gogh - sunflowers, Matisse - Snail**  - Mother’s Day cards  **Easter:**  - Easter cards  - Decorate easter eggs  - Hot cross buns  **The Very Hungry Caterpillar:**  - Repeated patterns using caterpillar finger prints  -Symmetrical pattern printing butterflies  **I love bugs:**  -Tadpoles from the pond in forest school  -Bug fossils  **Stewardship**  **Participation**  **Development matters 2021:**  - Make imaginative and complex small world scenes.  -Join materials to explore different textures.  - Play instruments with increasing control to express their feelings and ideas. | **Artist of the term:Marcel Duchamp – Junk modelling. Bottle rack.**  - Father’s Day cards  - Junk modelling, creating vehicles (tanks, fire engines etc)  -Rolling tyres in paint  **Subsidiarity**  **Human Dignity**  **Development matters 2021:**  -Use drawing to represent ideas like movement or loud noises.  -Respond to what they’ve heard, expressing thoughts and feelings.  -Singing the pitch of a tone sung by another person.  -Sing the melodic shape of familiar songs. | **Artist of the term: Tinga Tinga - African Art, Alma Thomas - bright colours**  - African drumming  - African dances  - Carrying water  - Music  - African inspired artwork  **Stewardship**  **Participation**  **Subsidiarity**  **Human Dignity**  **Development matters 2021:**  -Show different emotions in their drawings and paintings like happy or sad.  -Create their own songs or improvise a song around one they know. |

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| **YEAR B** | **AUTUMN** | | | **SPRING** | | | **SUMMER** | | |
| **Topic** | **Ourselves**  **Polar Bear, Polar Bear, what do you see?** |  | **Repetitive story patterns/ Christmas** | **Space** | **tat** | **Farm and Growth**  School trip – Standalone farm | **Under the Sea/Pirates** |  | **Fairy tales** |  |  |  |  |
| **RE** | **God’s World**  Welcome Mass | **God’s Family**  Diwali  School trip - pantomime  Nativity performance | **Getting to Know Jesus**  Ash Wednesday Mass | **Sorrow and Joy**  Easter | **New Life** | **The Church** |
| **CAL** | - Sitting on the carpet, maintaining attention, sitting quietly  - Introduced storyline or narrative into their play  - Retell stories with puppets | - 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 | - 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. | - 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 | - 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 | - 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 |
| **PD** | - Correct pencil grip  - Fine motor skills activities to strengthen hands and fingers  - Dressing independently  - Dry and clean during the day  - Beginning for form letters correctly  - Races / chasing / riding bikes and scooters / climbing equipment (outside)  Links to PSHE (Health & self-care)  **Getset4PE** | - Real bear hunt on field  - Correct pencil grip  - Fine motor skills activities to strengthen hands and fingers  - Dressing independently  - Dry and clean during the day  - Beginning for form letters correctly  - Using tools  Links to PSHE (Health & self-care)  **Getset4PE** | - Correct pencil grip  - Fine motor skills activities to strengthen hands and fingers  - Dressing independently  - Dry and clean during the day  - Forming many letters correctly  - Races / chasing / riding bikes and scooters / climbing equipment (outside)  - Using tools, construction and malleable materials (playdough) safely  - Practices some appropriate safety measures without direct supervision  Links to PSHE (Health & self-care)  **Getset4PE** | - Egg rolling races  - Correct pencil grip  - Fine motor skills activities to strengthen hands and fingers  - Forming many letters correctly  -Toileting independently  - Egg rolling races  - Races / chasing / riding bikes and scooters / climbing equipment (outside)  - Eats a healthy range of foodstuffs and 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  Links to PSHE (Health & self-care)  **Getset4PE** | - Correct pencil grip  - Fine motor skills activities to strengthen hands and fingers  - Forming most letters correctly  -Toileting independently  - Marching / parade / salute  - Races / chasing / riding bikes and scooters / climbing equipment (outside)  - 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  Links to PSHE (Health & self-care)  **Getset4PE** | - Correct pencil grip  - Fine motor skills activities to strengthen hands and fingers  - Forming most letters correctly  -Toileting independently  - Dancing  - Carrying heavy objects  - Drumming  - Races / chasing / riding bikes and scooters / climbing equipment (outside)  Links to PSHE (Health & self-care)  **Getset4PE** |
| **PSED** | - Routines  - Independence  - Turn taking, sharing  - Why am I different?  - Do I have to go to school?  - My first day at school  - My peg  - Family  - All about me  - Office staff, dinner staff and SLT invited in to introduce themselves  - Class rules/ behaviour expectations  Jigsaw PSHE Scheme:  Being Me in My World   * Self-identity * Understanding feelings * Being in a classroom * Being gentle * Rights and responsibilities   Links to PSHE (Self-confidence and self-awareness, managing feelings and behaviour, making relationships) | - Talk about self positively and about abilities  - Play co-operatively  Jigsaw PSHE Scheme:  Celebrating Difference   * Identifying talents * Being special * Families * Where we live * Making friends * Standing up for yourself   Links to PSHE (Self-confidence and self-awareness, managing feelings and behaviour, making relationships) | - Beginning to negotiate and solve problems without aggression  - Play co-operatively  Jigsaw PSHE Scheme:  Dreams and Goals   * Challenges * Perseverance * Goal-setting * Overcoming obstacles * Seeking help * Jobs * Achieving goals   Links to PSHE (Self-confidence and self-awareness, managing feelings and behaviour, making relationships) | - Healthy eating plate  - Taste new food – fruit salad, 5 a day  - 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  Jigsaw PSHE Scheme:  Healthy Me   * Exercising bodies * Physical activity * Healthy food * Sleep * Keeping clean * Safety   Links to PSHE (Self-confidence and self-awareness, managing feelings and behaviour, making relationships) | - 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  Jigsaw PSHE Scheme:  Relationships   * Family life * Friendships * Breaking friendships * Falling out * Dealing with bullying * Being a good friend   Links to PSHE (Self-confidence and self-awareness, managing feelings and behaviour, making relationships) | - 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  Jigsaw PSHE Scheme:  Changing Me   * Bodies * Respecting my body * Growing up * Growth and change * Fun and fears * Celebrations   Links to PSHE (Self-confidence and self-awareness, managing feelings and behaviour, making relationships) |
| **Phonics**  **Literacy** | **Phase 2 Phonics**:  **New sounds**: s, a, t, p, i, n, m, d, g, o, c, k, e, u, r, ck, h, b, f, ff, ll, ss.  **HFW**: a, at, as, is, it, in, an, I, and, on, not, into, can, no, go, to, get, got, the, put, if, off, big, had, his, him, but, back, of, dad, mum, up.  - Initial sounds  - Segment and blend simple words and sentences  - Attempts to write / make meaningful marks  - Link sounds to letters, naming and sounding the letters of the alphabet  - Polar bear, polar bear what do you hear?  - Nonsense rhymes | **Phase 3 Phonics**:  **New sounds**: j, v, w, x, y, z, zz, qu, sh, th, ch, ng, ai, ee, oa.  **HFW (reading)**: he, we, me, be, will, was, are, you, this, that, then, them, with, they, see, my, she, all.  **HFW (writing):** the, and, to, I, so, no, go.  - Sequencing stories  - Retelling of the stories  - Rhyming  - Segment and blend simple words and sentences  - Attempts to write / make meaningful marks  - Link sounds to letters, naming and sounding the letters of the alphabet  - Write own name and labels/captions  - We’re going on a bear hunt  - Stickman  - The Gruffalo  - Christmas Stories | **Phase 3 Phonics**:  **New sounds**: oo, ar, or, igh, ur, ow, oi, ear, er, air, ure.  **HFW (reading)**: look, for, too, now, down, her.  - Practise all GPCs, blending for reading, segmentation for spelling, reading HFW already learned, how to read two syllable words.  **Assess the children**  - Word rockets, imaginative writing –where would they go?  - Wanted posters  - Design an alien, add labels / caption  - Segment and blend simple words and sentences  - Link sounds to letters, naming and sounding the letters of the alphabet  - Write own name and labels/captions  - Attempt to write short sentences  - Read words and simple sentences  - The Magic School Bus: Lost in the Solar System  - You Can’t Eat a Princess  - Toys in Space  - Aliens Love Underpants  - Bob the Spaceman  - Whatever Next  - Come to Tea on Planet Zumzee  - The Three Little Aliens and the Big Bad Robot | **Phase 4 Phonics**:  **Tricky words (reading):** said, have, like, some, come, there, when, what, were, little, one, do, out.  **Decodable words (reading):** went, from, it’s, just, help, children.  **Tricky words (writing):** he, she, we, me, be, was, you, they, are, my, her, all.  - Practise reading and spelling HFW  - Practise reading and writing sentences  - Teach and practise reading CVCC, CCVC, CCVCC, CCCVC words  - Sequencing stories  - Retelling of the stories  - Plant growing diary (non-fiction)  - Match the pictures to writing  - Segment and blend simple words and sentences  - Link sounds to letters, naming and sounding the letters of the alphabet  - Write own name and labels/captions  - Attempt to write short sentences  - Read words and simple sentences  - Demonstrate understanding about what they have read (retelling / answering questions / predicting what might happen next etc)  - Oliver’s Vegetables  - Rosie’s Walk  - Farmer Duck  - Pig in the Pond  - Jasper’s Beanstalk  - Non-fiction writing (planting and growth) | **Phase 4 Phonics**: **Assess the children** 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).  - Revisit any gaps / areas that need securing  - Write own story  - Act out story  - Non-fiction writing  - Thank you letters to services  - Segment and blend simple words and sentences  - Link sounds to letters, naming and sounding the letters of the alphabet  - Write own name and labels/captions  - Attempt to write short sentences  - Read words and simple sentences  - Demonstrate understanding about what they have read (retelling / answering questions / predicting what might happen next etc)  - Write irregular common words  - The Rainbow Fish  - Tickly Octopus  - Clumsy Crab  - Commotion in the Ocean  - Barry the Fish with Fingers  - Fidgety fish  - Smiley shark  - Way down deep in the deep blue sea | **Phase 4 Phonics**: Revision, practise reading and writing sentences  Introduce phase 5 if all chdn secure.  - Read and understand simple sentences  - Demonstrate understanding about what they have read (retelling / answering questions / predicting what might happen next etc)  - Write words and short sentences  - Write irregular common words  - Beauty and the Beast  - Alice in Wonderland |
| **Maths** | - Timelines  - Recognising numbers 1-5  - Counts objects up to 5  - Counts actions or objects that can’t be moved  - Attempt to write numbers/ mark-make  - Select a named shape  - Create and recreate patterns  - Build models | - Recognise numbers up to 10  - Counts objects to 10 and beginning to count beyond 10  - Counts out up to six objects from a larger group  - Selects the correct numeral to represent 1 to 5, then 1 to 10 objects  - Counts an irregular arrangement of up to ten objects  - Finds the total number of items in two groups by counting all of them (introduce language of adding)  - Says one more than a given number  - Create and recreate patterns and build models  - Uses everyday language related to time  - Orders and sequences familiar events  - Measures short periods of time in simple ways | - Counting  - Addition  - Subtraction  - Patterns  - Recognise, count objects and start to write numbers to 10  - Estimates how many objects they can see and checks by counting them  - Uses the language of ‘more’ and ‘fewer’ to compare two sets of objects  - Positional language - ‘behind’ or ‘next to’  - Orders two or three items by length or height  - Orders two items by weight or capacity  - Uses everyday language related to time  - Orders and sequences familiar events  - Measures short periods of time in simple ways | - Recognise, count objects and start to write numbers to 10 and beyond  - Finds one more or one less from a group of up to five objects, then ten objects  - Use the vocabulary involved in adding and subtracting  - Uses everyday language related to time  - Orders and sequences familiar events  - Measures short periods of time in simple ways  - One more and one less  - Doubling, halving and sharing | - Recognise, count objects, order numbers and start to write numbers to 10 and beyond  - Use the vocabulary involved in adding and subtracting  - Begins to identify own mathematical problems based on own interests and fascinations  - Uses everyday language related to time  - Orders and sequences familiar events  - Measures short periods of time in simple ways  - Doubling, halving and sharing | - Telling the time  - Prepositions linked to cat  - Ordering numbers using playing cards  - Recognise, count objects, order numbers and start to write numbers to 10 and beyond  - Children count reliably with numbers from one to 20, place them in order  - Say which number is one more or one less than a given number  - Add and subtract two single-digit numbers and count on or back to find the answer  - Doubling, halving and sharing.  - Use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems  - Recognise, create and describe patterns  - Explore and describe shapes  - Uses everyday language related to time |
| **UTW** | - Guess the baby  - Family  - All about me  - School routines  - Autumn  - Understand similarities / differences between people  - Understand change (nursery to reception) etc.  Links to PSHE (The World and People and Communities) | - Real bear hunt on field  - Bonfire Night  - Diwali – flags, holi festival, mendhi, naan breads, clay diva lamps  - Handa’s Surprise – fruit tasting  - Christmas  - Christmas traditions / routines  - Seasonal changes  Links to PSHE (The World and People and Communities) | - 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?  Links to PSHE (The World and People and Communities) | - Animals and their babies  - Healthy eating (PSHE)  - Growing vegetables  - Plant a bean and watch it grow (look at the changes)  - Healthy eating plate  - Match the animal babies to the adults  - Compare and contrast  Links to PSHE (The World and People and Communities) | - Under the sea creatures  - Compare to land animals – similarities and differences  - Plant life under the sea  Links to PSHE (The World and People and Communities) | - Teacup bird feeder, identify bird species  - Jam tarts and sandwiches for party  - Mythical creatures – compare to real animals – make their own mythical creature by combining parts of different animals  Links to PSHE (The World and People and Communities) |
| **EAD** | - Music lessons help build repertoire of songs and exploring instruments  - Explore senses  - Cutting / modelling with clay or play dough  - Explore insulation (polar bears) – holding ice / cold water on bare hand and then hand with glove/bubble wrap insulation  Role play: home corner  **Development matters 2021:** | - Real bear hunt on field  - Paint pictures  - Diva lamps  - 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  **Development matters 2021:** | - Patterns  - Planets (painting/ models / papier mache)  - Junk model jet packs  - Cutting / modelling with clay or play dough  - Music lessons help build repertoire of songs and exploring instruments  Role play: space centre  **Development matters 2021:** | - 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  **Development matters 2021:** | - Make own rainbow fish  - Make giant class octopus  - Father’s day cards / craft  - Cutting / modelling with clay or play dough  - Music lessons help build repertoire of songs and exploring instruments  Role play: school  **Development matters 2021:** | - 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  **Development matters 2021:** |