

All Saints' Catholic Primary School

Early Years Foundation

Stage

Curriculum Progression

## OUR CURRICULUM INTENT

- ❖ We have designed an ambitious curriculum for all pupils that develops their knowledge, creativity, curiosity and skills-base. Utilising our location within North-West Durham, we deliver a curriculum that draws upon our rich history, cultural heritage and local resources.
- ❖ Our school life holds Gospel Values at its centre – this is evident within our curriculum delivery; we prioritise themes of fairness, integrity, compassion and responsibility and have high standards of all pupils in all subjects.
- ❖ Our curriculum is taught sequentially and systematically across each year group and assessments are used to inform current knowledge and future planning. Depending upon the individual needs of different cohorts or groups of pupils, the curriculum is adapted to ensure all children can access it and progress within it. Regardless of year group or subject, individual learning as well as collaborative learning is supported as part of a positive, hard working ethos.
- ❖ Prior learning is built upon with links made between old and new concepts. Meaningful learning is embedded throughout educational visits and creative activity and opportunity.
- ❖ When the children leave our school, we expect them to be confident learners who have a sound understanding of their place within our local community, our wider location and our global family. As a school, we are proud that our curriculum follows national policy but is also flexible and responsive to current issues.
- ❖ Our intention is for our pupils to be inspired to pursue knowledge and celebrate diversity in all areas.

## E.Y.F.S. RATIONALE

- ❖ In All Saints' Nursery & Reception Class, we strongly believe in combining the very best of Early Years practice, methodologies and pedagogies to create our very own holistic approach to educating our pupils. Our children are welcomed into our school family in a calm and nurturing environment and are encouraged to develop their learning creatively and independently in our setting. Our half termly themes are carefully sequenced. Our ethos is based around deeply embedding concepts using our various teaching methods, trusting relationships, opportunities for exploration and stimulating indoor and outdoor classroom environments. We provide carefully thought-out enhancement opportunities to engage learning and believe that our first experiences of school should be happy and positive, enabling children to develop a lifelong love of learning.
- ❖ Our school life holds Gospel Values at its centre – this is evident in our Early Years delivery; children are valued, their unique gifts and talents nurtured, and all interactions are intentional and based upon respect, kindness, fairness and forgiveness.
- ❖ As an EYFS staff we fully appreciate that we are the building blocks for each individual's school career and dedicate our time to developing positive attitudes to learning. Our curriculum is based around challenge. We aim to provide children with opportunities that are met with the highest levels of engagement. Witnessing these 'eureka' moments and seeing our children shine inspires us to help them to reach their potential. Children are encouraged to meet these aims and to develop their own passions at the same time, allowing the children to build resilience, ambition and integrity. We hope that this provides children with a sense of competence and the desire to match our high expectations.
- ❖ Community involvement is an essential part of our curriculum as we celebrate local traditions and learn about our local history. We also place great emphasis on occupational role play, exposing children to the different careers that can be found in society. This not only inspires children to want to play an important role within their community but also develops empathy, problem- solving skills and communication skills.
- ❖ Throughout their time in Reception class, our children develop the skills needed to smoothly transition to Year One. As children grow older, and as their development allows, it is expected that the balance gradually shifts towards more activities led by adults, to help children prepare for more formal learning. They acquire the confidence and tools to make decisions and self-evaluate, make connections and become lifelong learners. On this journey we strive to work in partnership with parents and carers to encourage independent, happy learners who thrive in school and reach their full potential from their various starting points.



MANCHESTER

All Saints' Catholic Primary School

Reception Class

Curriculum Intent



# End of Reception Curriculum Goals

## Communication & Language

I can join in with stories and rhymes.

## Maths

I can understand compositions of numbers up to 10.

## Expressive Arts and Design

I can make something I'm proud of and talk about it to others.

## Literacy

I can write a sentence independently.

## Personal, Social and Emotional Development

I can show resilience when faced with a challenge.

## Understanding the World

I can talk about the world around me and explain some seasonal changes.

## Physical Development

I can manage some risks independently, particularly when using large equipment.

Autumn One – All About Me		
English Books	Reading for Pleasure Books	Nursery Rhymes
Five Minutes Peace by Jill Murphy The Squirrels Who Squabbled by Rachel Bright and Jim Field Rosie’s Walk by Pat Hutchins Traditional tale: Magic Porridge Pot	Harry and the Dinosaurs go to School by Ian Whybrow Remixed by Arree Chung And Tango Makes Three by Justin Richardson and Peter Parnell The Scarecrows Wedding by Julia Donaldson 10 Little Monsters	Recap nursery rhymes from nursery Spring/Summer list
<b>Communication &amp; Language</b>	<p><b>Listening</b></p> <ul style="list-style-type: none"> <li>To know how to <b>listen</b> (<b>looking</b> at the person who is talking, <b>silent</b>, <b>concentrating</b> – not fussing with anything in hands)</li> <li>To know why it is <b>important</b> to listen (to <b>follow instructions</b>, to <b>learn</b> new things, to enjoy a story, to <b>show respect</b> when praying, to have a <b>conversation</b>)</li> <li>To know that we have to <b>wait</b> our turn to speak (put hand up, not shouting out)</li> <li>To begin to follow one part <b>instructions</b></li> <li>To listen carefully to whole class stories (sitting smartly, eyes looking, lips closed)</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>To say “<b>good morning</b>” to familiar adults when arriving at school</li> <li>To say “<b>good morning/afternoon</b>” during the register</li> <li>To confidently engage in 1:1 conversation with familiar adults or peers</li> <li>To talk about things that are <b>important</b> to them in a small group (likes, dislikes, family, pets, friends, activities)</li> <li>To know that we need to <b>take turns</b> to speak (put hand up, not shouting out)</li> <li>To know I can ask an adult for <b>help</b></li> <li>To begin to understand All Saints’ vocabulary (<b>manners, House Points, House Trophy, certificate, celebration, worship, blog</b>)</li> <li>To have a back and forth conversation with familiar adults or peers</li> </ul>	
<b>Physical Development</b>	<ul style="list-style-type: none"> <li>To build core and pelvic girdle strength using animal positions (<b>bear, lizard, penguin, stone lion, meerkat</b>)</li> <li>To build shoulder girdle strength (crawling, chair push ups, plank etc.)</li> <li>To build hand/finger strength and dexterity (finger rhymes and workouts)</li> <li>To identify <b>writing hand</b> and <b>helping hand</b></li> </ul>	

	<p>To identify 6 moves for writing (<b>up, down, push, pull, slide, flick</b>)</p> <p>To begin to hold a pencil correctly using <b>3 friend hold</b> (pencil pick up song)</p> <p>To begin to form <b>Jumper Family</b> letters correctly (h, n, m, r, b, p)</p> <p>To begin to form <b>Abacadabra Family</b> letters correctly (c, o, a, d, g, s, q)</p> <p>To know that equipment and tools need to be used safely (<b>dangerous, safe, stack, store, transport, move, fall, hurt, bump, trip</b>)</p> <p>To know how to remain safe around equipment and tools (<b>careful, tidy, clear</b>)</p> <p>To know how to wash and dry hands properly and understand why this is important (<b>wash, dry, germs, clean, dirty, soap</b>)</p> <p>To know how to put on a coat and wellies independently</p> <p><b>P.E. — Introduction to P.E</b></p> <p>To make independent choices</p> <p>To negotiate space safely with consideration for themselves and others</p> <p>To follow instructions involving several ideas or actions</p> <p>To play co-operatively and take turns with others</p> <p>To understand the rules and explain why it is important to follow them</p> <p>To use movement skills with developing balance and co-ordination</p>
<p><b>Personal, Social &amp; Emotional Development</b></p>	<p><b>Building and Maintaining Relationships</b></p> <p>To talk about themselves (<b>home, family members, pets, likes, dislikes</b>)</p> <p>To learn the <b>names</b> of my <b>friends</b> and key adults</p> <p>To know how to be a good <b>friend</b></p> <p>To know what to do when we fall out with our friends will support (<b>sorry, help, T.A.G rule</b>)</p> <p>Know that when we play with our friends we should share resources by taking turns, sometimes with the help of an adult (<b>fair, share, my turn, your turn, finished, not finished</b>)</p> <p>Know that it's good to listen to each other and this helps us to form good <b>relationships</b> with friends and adults</p> <p>To know who I can ask for <b>help (trusted adult, teacher, staff member, family)</b></p> <p><b>Developing Confidence and Resilience</b></p>

	<p>To know what my classroom routines are (<b>registration, home time, pegs, trays, lunch, snack, tidy up, toilet, carpet, assembly, worship, areas, indoor, outdoor</b>)</p> <p>To know how to talk and listen to others at different times throughout the school day (<b>listen, speak, take turns</b>)</p> <p>To know what the rules are in All Saints' (<b>classroom, corridor, toilets, lunch hall, field, yard, worship, walk, silent, prayer, smart, respect, kind</b>)</p> <p>To know that the rules in All Saints' keep us <b>safe</b></p> <p>To familiarise myself with classroom areas and resources (with modelling from adults)</p> <p><b>Managing Emotions and Behaviour</b></p> <p>To begin to name different <b>feelings (happy, sad, excited, scared, tired, bored, worried, calm)</b> (introduce Zones of Regulation, worry monster, emotion spoons)</p> <p>Know that sometimes I have to wait if I cannot get what I want (<b>patience</b>)</p> <p>To know how to tell a friend that they are upsetting me ("<b>Stop, I don't like that</b>")</p> <p>To know that it is okay to feel different feelings (<b>angry, scared, worried</b> etc.)</p> <p>To know I can talk to an adult about my feelings and that they can help me.</p> <p>To know that there are consequences for making poor <b>choices</b>/not following the <b>rules</b></p>
<b>RE</b>	<p>To know my <b>first name</b> and my <b>family name</b></p> <p>To know that <b>God</b> knows my name and <b>loves</b> me</p> <p>To know that God loves <b>everyone</b></p> <p><b>myself, name, Christian, precious, parent, loving parent, prayer</b></p> <p>To know what <b>welcome</b> means</p> <p>To know how to welcome others</p> <p>To know how we welcome people into our own or God's family</p> <p>To know that we are welcomed into God's <b>family</b> through <b>Baptism</b></p> <p><b>Baptise, water, candle, in the name of the Father, priest, God parents, font, white garment</b></p> <p>To know that <b>Jewish</b> people are part of a <b>religion</b> called <b>Judaism</b></p> <p>To know the story of the <b>oil lamp</b> in the <b>temple (Hanukkah)</b></p> <p>To know that God cares for his people</p> <p><b>Special days, light, menorah</b></p>
<b>Maths</b>	<p>Match &amp; sort (<b>match, same, different, pair, sort</b>)</p>



	<p>Compare amounts (<b>compare, more, fewer, most, fewest, equal groups, odd one out</b>)</p> <p>Compare size, mass and capacity (<b>big, small, set, long, short, thick, thin, belong, taller, tallest, shorter, shortest, full, empty, heavy, light, equal weight, stack, roll</b>)</p> <p>Explore pattern (<b>repeating</b>)</p>
<p><b>Literacy</b></p>	<p><u>Grammar and Punctuation:</u></p> <p>Use pronouns appropriately in dictation</p> <p>Begin to use the word 'because' to explain and join phrases (with support)</p> <p>Identify prepositions in the text</p> <p>Orally use prepositions in a sentence</p> <p><u>Reading:</u></p> <p>Participate in discussion around main characters</p> <p>Join in with repeated refrains</p> <p>Understand the role of an author and an illustrator</p> <p>Begin to explain how the characters feel at key moments in the book (Using illustrations to support)</p> <p>Orally retell a story using props to support</p> <p>Use some vocabulary from the text when retelling the story</p> <p>Vocabulary: <b>sneaked, plonked, pleasant, trailed, muttered, groaned, peace, beamed, squabbled, towering, squealed, gathered, convinced, sprinted, hollered, scurried, walk, hen, yard, pond, haycock, mill, fence, beehives, across, around, over, past, through, under</b></p> <p><u>Writing:</u></p> <p>Compose a sentence orally (building on Nursery oral sentences)</p> <p>Orally use the appropriate pronoun for family member</p> <p>Create a list using pictures and adult to scribe labels</p> <p>Use initial sounds and other letters that can be heard</p> <p>Sequence the events of the story</p> <p>Orally retell the story using the map to support</p> <p>Add labels to the map using sounds that can be heard</p> <p><u>Oracy:</u></p> <p>Respond to adult prompts</p> <p>Use pronoun in response to adult</p>

	<p>Make appropriate predictions with links to text</p> <p>Use stem sentences to support delivery of idea (I think the squirrels are squabbling because...)</p> <p>Begin to look in more detail at the illustrations in the text</p> <p>Explain their idea to a small group in full sentences</p>
<p><b>Phonics</b></p>	<p>Unit 1 a i m s t</p> <p>Unit 2 n o p</p> <p>High Frequency Words: <b>is, a</b></p> <p>Unit 3 b c g h</p> <p>High Frequency Words: <b>the, I</b></p> <p>Throughout these units, children will begin to develop segmenting, blending and phoneme manipulation skills</p>
<p><b>Understanding the World</b></p>	<p>To know that there are four <b>seasons - autumn, winter, spring, summer</b></p> <p>To explore <b>seasonal changes (leaves, falling, change, colour, orange, brown, red, yellow, crunchy, crispy, cold)</b></p> <p>To know that <b>materials</b> can be <b>sorted</b> in a range of different ways (<b>hard, soft, smooth, rough, bendy, straight, metal, wood, plastic, silicone, magnetic</b>)</p> <p>To know that we can talk about what we think may happen (<b>predict</b>)</p> <p>To know we can <b>test</b> our ideas (<b>experiment</b>)</p> <p>To know we can talk about what we have found after an <b>investigation (magnetic, attract, repel, metal, not metal)</b></p> <p>To know that our <b>school</b> is a <b>community</b>.</p> <p>To know that <b>adults</b> in school are there to help us.</p> <p>To know there are some people in the community that are available to <b>help us (police officers, doctors, paramedics, nurses, fire fighters, crossing patrol, priest, deacon)</b></p> <p>To know how to <b>travel safely</b> in and around our school area (<b>rules, road safety, stop, look, listen, arriving, leaving</b>)</p> <p>To know that our school can be found on a map.</p> <p>To know that a <b>map</b> is a <b>bird's eye view</b></p> <p>To know how animals prepare for winter (<b>hibernation, store, food, sleep</b>)</p>

	To know how to play a <b>touch screen game</b> on the <b>Interactive White Board</b> ( <b>touch, move, slide, press</b> )
<b>Expressive Arts &amp; Design</b>	<p><b>Expressive Arts -</b>  To know <b>primary colours</b> are <b>red, blue</b> and <b>yellow</b>  To know that <b>primary colours</b> can be <b>mixed</b> to make <b>secondary colours</b>  To know that a <b>self-portrait</b> is an <b>image of themselves</b>  To choose colours that represent how I look (<b>hair colour, skin colour, eye colour</b>)  To know I can make a <b>print</b> using my hand (<b>House Team, All Saints'</b>)  To know that we can <b>build</b> for a purpose  To know that we can join materials (<b>tape, glue, scissors, string, cut, fold, join, attach</b>)  To know that we can talk about what we have made  To know <b>scissors</b> can be used to cut  To know how to <b>hold</b> scissors correctly</p> <p><b>Food Technology -</b>  To know that <b>soda bread</b> is a <b>traditional Irish food</b>  To know that I can <b>mix ingredients</b> to make bread (<b>ingredients, wet, dry, dough, knead, mix, smooth, ball, bake</b>)  To know that we can discuss how food tastes (<b>like, dislike, tasty, soft</b>)</p> <p><b>Music -</b>  To know that music can be made using different body parts (<b>clap, click, tap, pat, stamp, stomp, snap, pop, hum</b>)  To know what a syllable is and how many syllables are in individual names (<b>syllable, name</b>)  To <b>learn songs</b> ready to <b>sing</b> to an <b>audience</b> as part of a <b>performance</b></p>

Autumn Two – Celebrations		
English Books	Reading for Pleasure Books	Nursery Rhymes
Owl Babies by Martin Wadell Room on the Broom by Julia Donaldson and Axel Scheffler Stick Man Broom by Julia Donaldson and Axel Scheffler Traditional Tale: The Princess and the Pea	We're Going to Find the Monster by Malorie Blackman Elmer by David McKee Peace at Last by Jill Murphy Jack Frost by Kazuno Kohara The Christmas Story Jesus' Christmas Party by Nicholas Allen	<u>Variations of songs from Nursery:</u> Twinkle, twinkle chocolate bar Incy, wincy spider climbed up a tree Baa, baa, blue sheep 5 little monkeys swinging from a tree
<b>Communication &amp; Language</b>	<p><b>Listening</b></p> <ul style="list-style-type: none"> <li>To know when it is appropriate to talk and when it is time to listen (carpet, assembly, Church, free play)</li> <li>To listen carefully as part of a group/whole class (sitting smartly, eyes looking, lips closed)</li> <li>To listen to stories as a whole class and join in with repeated refrains</li> <li>To listen to and build on their peers' ideas</li> <li>To <b>listen</b> and <b>concentrate</b> on an adult-directed task (thirty minutes Sounds Write)</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>To be able to talk about stories they have heard and answer simple questions</li> <li>To talk about stories and retell parts of a story 1:1 or in a small group using story vocabulary (<b>Once upon a time, character, setting, they all lived happily ever after, the end</b>)</li> <li>To create and tell stories through play (drawings, puppets, role play, small world)</li> <li>To be able to recall events (explaining how they are hurt etc)</li> <li>To engage in back-and-forth <b>conversations</b> with adults and small groups of children</li> </ul>	
<b>Physical Development</b>	<ul style="list-style-type: none"> <li>To continue to build strength and dexterity for writing</li> <li>Continue to practise pencil pick up and hold</li> <li>To develop a strong writing position (<b>writing hand, helping hand, slope</b>)</li> <li>To begin to form <b>Abacadabra Family</b> letters correctly (c, o, a, d, g, s, q)</li> <li>To begin to form <b>Window Cleaner Family</b> letters correctly (l, t, l, u)</li> <li>To begin to form <b>Squirtter</b> letters correctly (e)</li> <li>To begin to form <b>Fisher Family</b> letters correctly (j, g, f, y)</li> <li>To begin to form <b>Slider Family</b> letters correctly (v, w, x, z, k)</li> </ul> <p>To know how to put on a range of outdoor clothes independently (<b>hat, scarf, gloves, overall, wellies</b>)</p>	

	<p>To know that equipment and tools need to be used safely (<b>dangerous, safe, stack, store, transport, move, fall, hurt, bump, trip</b>)</p> <p>To know how to remain safe around equipment and tools (<b>careful, tidy, clear</b>)</p> <p>To know how to wash and dry hands properly and understand why this is important (wash, dry, germs, clean, dirty, soap)</p> <p>To know how to put on a coat and wellies independently</p> <p><b>P.E. — Fundamentals</b></p> <p>To be confident to try new challenges, deciding on the skills that need to be used to complete a task</p> <p>To negotiate space safely with consideration for themselves and others</p> <p>To follow instructions involving several ideas or actions</p> <p>To play co-operatively, take turns and congratulate others</p> <p>To play games honestly with consideration of the rules.</p> <p>To show an understanding of feelings and regulate their behaviour</p> <p>To use movement skills with developing balance and co-ordination</p>
<p><b>Personal, Social &amp; Emotional Development</b></p>	<p><b>Continue to model and repeat routines introduced in Autumn One</b></p> <p><b>Developing Confidence and Resilience</b></p> <p>To develop confidence to talk to others in play and ask to join in with their play</p> <p><b>Managing Emotions and Behaviour</b></p> <p>Know how to respond if you see or feel that someone is being unkind</p> <p><b>(RSE)</b></p> <p>To know that we are created <b>individually</b> by <b>God</b> as part of His creation plan (<b>light, dark, sky, sea, lands, plants, trees, animals, humans, created God</b>)</p> <p>To know that we are all God's <b>children</b> and are <b>special (unique)</b></p> <p>To know that our <b>bodies</b> were created by God and are good</p> <p>To know that we can give <b>thanks</b> to God!</p>

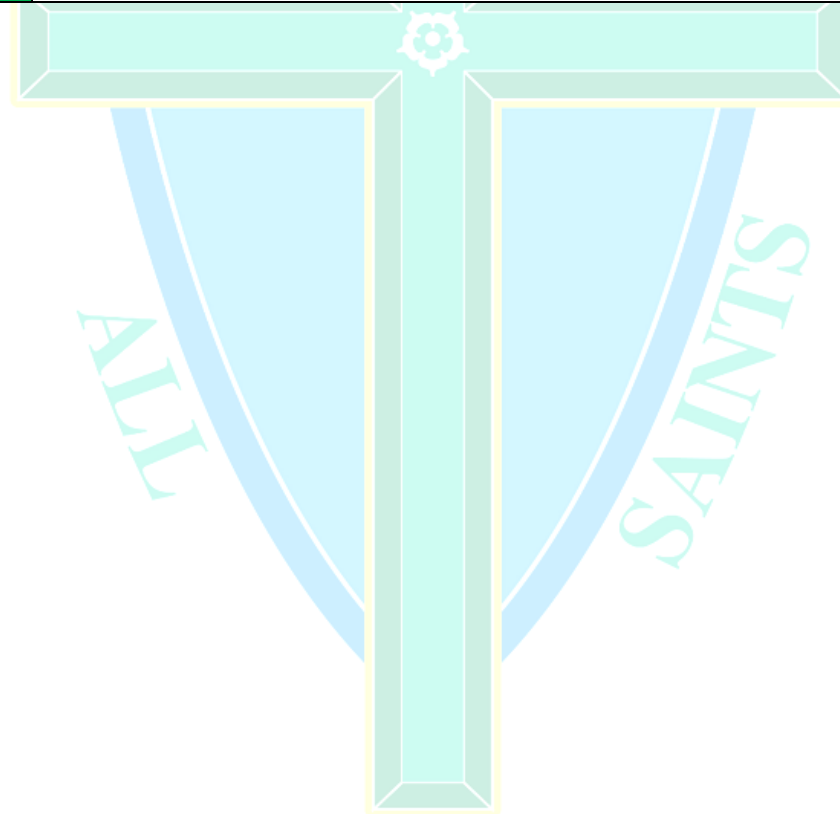
RE	<p>To know that <b>Advent</b> is a time that people <b>look forward</b> to the <b>birthday</b> of Jesus at <b>Christmas</b></p> <p>To know that during Advent, we <b>prepare</b> for the birthday of Jesus</p> <p>To know the story of the <b>first Christmas</b>  <b>wreath, Mary, Joseph, swaddling clothes, crib, manger, shepherds, wise men, angel, star, gifts</b></p>
Maths	<p>Representing one, two &amp; three (<b>one, two, three, count, order, number</b>)</p> <p>Comparing one, two &amp; three (<b>same, different, more, fewer, count, compare, one more, one less</b>)</p> <p>Composition of one, two &amp; three (<b>order, more, less, subitise, combine</b>)</p> <p>Circles and triangles (<b>triangle, circles, curved, different, face, large, medium, small, side, straight, corner</b>)</p> <p>Positional language (<b>above, altogether, around, behind, below, beside, between, through, in the front, next to, in, on, over</b>)</p> <p>Representing numbers to five (<b>count, forwards, backwards, arrange, five frame, subitise</b>)</p> <p>One more or less (<b>one more, one less, fewer, count, predict</b>)</p> <p>Shapes with four sides (<b>2d shapes, rectangle, square, sides</b>)</p> <p>Time (<b>night, day, sand timer, timetable, calendar</b>)</p>
Literacy	<p><u>Grammar and Punctuation:</u></p> <p>Use pronouns (he, she, it) in oral sentences</p> <p>Break down and organise thoughts into simple sentences</p> <p><u>Reading:</u></p> <p>Discuss characters' feelings in stories</p> <p>Use talk to organise, sequence, and clarify thinking, ideas, feelings and events</p> <p>Understand questions such as why, how and when</p> <p>Distinguish between fiction and non-fiction</p> <p>Recall and discuss stories or information that has been read to them, or they have read themselves</p> <p>Draw upon knowledge from non-fiction texts</p> <p>Vocabulary: <b>hunting, (hunt, hunts, hunted), silent, fuss, bounced (bounces), swooped (swooping), brave, flapped, (flapping), searched, grin, shriek, magnificent, polite, clutched, keen, grateful, moors, mountains, river, swamp, fields, forests, reeds, feast, twirl, tumbling, shove, weary, chuckle, doze, clattering, drifts</b></p> <p><u>Writing:</u></p> <p>Compose a sentence orally</p> <p>With adult support, begin to make a change to orally composed sentence</p> <p>Rehearse a sentence out loud</p>

	<p>Understand that simple factual sentences linked together based around a theme create a nonfiction text          Sit correctly at a table, holding a pencil comfortably and correctly          Write lower case and capital letters of the alphabet mostly in the correct direction, starting and finishing in the right place          Write simple CVC words and initial sounds to label pictures</p> <p><u>Oracy:</u>          Begin to speak in sentences joining phrases with words such as 'if, because, so, could, but'          Make relevant contributions that match what has been asked          Demonstrate turn taking in conversation</p>
Phonics	<p>Unit 4 d e f v          High Frequency Words: <b>of</b>          Unit 5 k l r u          High Frequency Words: <b>are</b>          Unit 6 j w z          High Frequency Words: <b>was</b>          Unit 7 x y ff ll ss zz          High Frequency Words: <b>all</b></p> <p>Throughout these units, children will begin to develop segmenting, blending and phoneme manipulation skills</p>
Understanding the World	<p>To know that there are four <b>seasons - autumn, winter, spring, summer</b>          To explore <b>seasonal changes (leaves, falling, change, colour, orange, brown, red, yellow, crunchy, crispy, cold, snow, ice, frost)</b></p> <p>To discuss <b>memories of past birthday celebrations (past tense vocabulary)</b>          To know how <b>Hindus</b> prepare for and celebrate <b>Diwali</b> as part of their religion (<b>light, rangoli pattern, diva lamp, firework, meal</b>)          To discuss similarities and differences between Diwali and <b>Christmas (same, difference)</b>          To know how to be safe around fire and fireworks (<b>glove, water, stay away, pets, adult, fire brigade, dark, night, strangers</b>)</p> <p>To know how to turn a range of <b>technology</b> on and off independently (<b>charge, power, switch</b>)</p>
Expressive Arts & Design	Expressive Arts -

To know I can **rip, tear** and **cut** paper to achieve an effect (**thick, thin, fat**)  
To know that an **artist** creates **art** (**sculpture, painting, materials**)  
To know that **Wassily Kandinsky** is an artist who painted 'Concentric Circles' (**circle**)  
To know I can use an artist's ideas to **recreate** my own art.  
To know I can **blow paint** to achieve a specific effect. (Firework pictures)  
To know I can use **materials** to create a Christmas Card. (**fold, stick**)

**Music -**

To **learn songs** and **dances/actions** in preparation for a Christmas **performance**  
To sing as part of a group increasingly matching the **pitch** and **melody**.





Spring One - Dinosaurs		
English Books	Reading for Pleasure Books	Nursery Rhymes
One Snowy Night by Nick Butterworth Supertato by Sue Hendra Not Now Bernard by David McKee  Traditional Tale: Little Red Riding Hood	Dinosaur Poems by Paul Cookson Dinosaurs and All That Rubbish by Michael Foreman Stone Girl, Bone Girl by Laurence Anholt T-Rex Time Machine by Jared Chapman Dear Dinosaur by Nicola O’Byrne Goldilocks and Just the One Bear by Leigh Hodgkinson	<u>Counting songs:</u> 1,2, buckle my shoe Ten green bottles Ten in the bed 10 fat sausages This old man One potato, two potato Hickory, dickory, dock One finger, one thumb
<b>Communication &amp; Language</b>	<p><b>Listening</b>            To <b>listen</b> and <b>concentrate</b> on an adult-directed task for an increasing amount of time            To begin to follow and respond to two-step instructions            To know that we listen so we can respond appropriately to what we have been told/asked</p> <p><b>Speaking</b>            To begin to answer ‘<b>how</b>’ and ‘<b>why</b>’ questions            To extend our thoughts and give reasons (<b>and, but, because, so</b>)            To begin to use newly introduced vocabulary in their play            To have a back and forth conversation with familiar adults or peers</p>	
<b>Physical Development</b>	Recap and refine all letters from the six letter families Continue to develop, refine and review strength, dexterity and writing positions Continue to refine pencil pick up and hold  <b>P.E. — Gymnastics</b>  <u>Skills</u> <b>Shapes:</b> show contrast with my body including wide/narrow, straight/curved. <b>Balances:</b> explore shapes in stillness using different parts of my body. <b>Rolls:</b> explore rocking and rolling. <b>Jumps:</b> explore jumping safely.	

	<p><b>Knowledge</b></p> <p><b>Shapes:</b> understand that I can make different shapes with my body.</p> <p><b>Balances:</b> know that I should be still when holding a balance.</p> <p><b>Rolls:</b> know that I can change my body shape to help me to roll.</p> <p><b>Jumps:</b> know that bending my knees will help me to land safely.</p> <p><b>Strategy:</b> know that if I hold a shape and count to five people will see it clearly.</p>
<p><b>Personal, Social &amp; Emotional Development</b></p>	<p><b>Children become increasingly independent following the rules and routines introduced in Autumn One</b></p> <p><b>Building and Maintaining Relationships</b></p> <p>To know we can have lots of <b>different</b> friends</p> <p>To know how to <b>include</b> a friend to make them feel happy</p> <p>To know that my friends may have different <b>interests</b> to me</p> <p>To develop a sense of belonging (<b>family, school family, Parish family</b>)</p> <p><b>Developing Confidence and Resilience</b></p> <p>To be confident to talk to others about own needs, wants, interests and opinions (<b>like, need, me, I</b>)</p> <p>Be able to describe themselves in positive terms (<b>unique, special, good at, talents</b>)</p> <p><b>Managing Emotions and Behaviour</b></p> <p>To know how to talk and listen to others within play (<b>listen, speak, take turns</b>)</p> <p>To know how to take steps to resolve conflicts with support (<b>sorry, help, please, thank you, wait, patience</b>)</p> <p>To begin to negotiate and solve problems in provision (<b>share</b>)</p> <p><b>(RSE)</b></p> <p>To know we are each <b>unique</b>, with <b>individual gifts, talents and skills</b></p> <p>To know that whilst we all have <b>similarities</b> because we are made in <b>God's image</b>, <b>difference</b> is part of God's plan</p> <p>To know their <b>bodies</b> are good and made by God</p> <p>To know the names of the parts of the body (<b>head, shoulders, knees, toes, ankles, elbows, fingers, eyes, ears, mouth, nose: not genitalia</b>)</p> <p>To know that our bodies are good and we need to look after them</p> <p>To know what constitutes a <b>healthy lifestyle</b>, including <b>exercise, diet, sleep</b> and <b>personal hygiene (brush teeth, flush toilet, wash hands, wash body, brush hair)</b></p>
<p><b>RE</b></p>	<p>To know what a celebration is, the elements of a celebration and how people celebrate</p>

	<p>To know what the parish family celebrates – <b>Presentation of Jesus in the Temple</b>  <b>church, family, community, temple, parish, celebration, party, memory, Father, priest, altar</b></p> <p>To know what children and families like to do together  To know that we all need the support and encouragement of others  To know the parish family gathers together for Mass  To know the joy of gathering to listen to God’s Word  <b>welcome, blessing, the Lord be with you, Mass, gather, together, alone, welcome, bread, wine, listen, pray, sing</b></p> <p>To know that <b>Muslims</b> believe in <b>God</b>  To know that Muslims have <b>special objects</b>  <b>precious, prayer mat, book, Qur’an</b></p>
<b>Maths</b>	<p>Introducing 0 (<b>zero, count back</b>)  Comparing numbers to 5 (<b>one, two, three, four, five, compare, same, more, fewer</b>)  Composition of 4 and 5 (<b>four, five, parts, combinations, altogether, count, five frame, part whole model</b>)  Build on knowledge of mass and capacity (<b>lighter than, heavier than, heaviest, lightest, full, empty, nearly, half full, tall, narrow, deep, shallow, wide</b>)  Compose and compare numbers 6, 7 and 8 including number formation (<b>six, seven, eight, tens frame, subitise, order, one less, one more, count again</b>)  Making pairs (<b>match, pair, same, different</b>)  Combining two groups (<b>combine, groups</b>)  Length and height (<b>tall, taller, tallest, long, longer, longest, sand timer</b>)  Time (<b>now, before, later, soon, after, then, next, yesterday, today, tomorrow, days of the week</b>)</p>
<b>Literacy</b>	<p><u>Grammar and Punctuation:</u>  Break down and organise thoughts into simple sentences in response to what they have seen or experienced</p> <p><u>Reading:</u>  Read some common exception words in line with Sounds Write  Understand some books are written about the main character (without overt reference to 3rd person.)  Vocabulary: <b>cosy, miserable, snuggled, shivering, shoved, scraping, fierce, chuckle, escaped, gasped, rescue, distressed, vanish, crept, leapt, shrieked, now, into, indoors, behind, watched, broke, upstairs, in front</b></p>

	<p><u>Writing:</u>  Orally rehearse what they want to write  Write letters in sequence to represent words they want to write  Use a sentence starter to compose a simple sentence  Know that a list is written top to bottom, and a sentence is written left to right</p> <p><u>Oracy:</u>  Make relevant contributions that match what has been asked by comparing new learning with previous learning about Autumn</p>
<p><b>Phonics</b></p>	<p>Unit 7 x y ff ll ss zz  High Frequency Words: <b>all</b>  Unit 8 vcc and cvcc  High Frequency Words: <b>come, some</b>  Unit 9 ccvc  High Frequency Words: <b>to</b>  To begin to introduce unit 11 digraphs</p>
<p><b>Understanding the World</b></p>	<p>To know that there are four <b>seasons - autumn, winter, spring, summer</b>  To explore <b>seasonal changes (snow, ice, frost, freeze)</b>  To know that some materials <b>melt</b>  To know that ice <b>melts</b> when the <b>temperature rises</b>  To know that we can change water from <b>liquid</b> to <b>solid</b> by <b>freezing</b> it</p> <p>To know how people <b>prepare</b> and <b>celebrate</b> for <b>Chinese New Year (meal, food, dance, dragon)</b>  To know which animal represents the new Chinese year</p> <p>To know that people who study <b>dinosaurs</b> as an occupation are called <b>palaeontologists</b>  To know that dinosaurs lived on <b>planet earth</b> in the past when there were no humans  To know that dinosaurs are <b>extinct</b>  To know that dinosaurs were large reptiles which lived many thousands of years ago  To know the names and appearance of the following dinosaurs (<b>tyrannosaurus rex, diplodocus, brontosaurus, triceratops, stegosaurus, herbivore, carnivore, omnivore</b>)  To know that a fossil is a <b>bone</b> that is covered in mud which turns into a <b>rock</b> over time  To know that <b>Mary Anning</b> was a <b>female scientist</b> who found lots of <b>fossils</b></p>

	<p>To know that people have used the <b>bones</b> of the <b>skeletons</b> they have found to <b>predict</b> what the dinosaurs might have looked like but nobody knows for <b>certain</b></p> <p>To know that <b>the internet</b> can be used to find information using search engines (<b>information, search</b>)</p> <p>To know some ways to keep safe online (<b>trusted adult, turn off technology</b>)</p> <p>To have some understanding of what <b>personal information</b> is and who you can <b>share</b> in with (<b>name, birthday, address, school, password</b>)</p>
<p><b>Expressive Arts &amp; Design</b></p>	<p><b>Expressive Arts -</b></p> <p>To know I can use <b>lines</b> to add detail to a drawing (<b>thick, thin, bold</b>)</p> <p>To know I can use <b>oil pastels</b> to create <b>vibrant</b> colours</p> <p>To know that we can <b>design</b> and <b>build</b> for a purpose (class Chinese dragon)</p> <p>To explore the best way to attach materials (<b>tape, glue, scissors, string, cut, join, attach</b>)</p> <p>To know how to use different <b>techniques</b> to add <b>detail</b> to a model (<b>scrunch, fold, loop, rip, fringe, etc.</b>)</p> <p><b>Food Technology -</b></p> <p>To know how to stay <b>safe</b> around <b>hot equipment</b></p> <p>To know how to <b>safely</b> use a knife (Pancakes)</p> <p>To know how to use appropriate tools to add toppings to a pancake (<b>spread, squeeze, cut</b>)</p> <p><b>Music -</b></p> <p>To <b>listen</b> and <b>explain</b> how they feel about Chinese music</p> <p>To know that <b>symbols, drums</b> and <b>tambourines</b> are <b>instruments</b> that make music</p> <p>To know I can create <b>actions</b> to demonstrate a word</p> <p>To know I can combine actions to create a <b>dance</b></p> <p>To <b>perform</b> a short dance in a <b>group</b></p>

**Spring Two – Paws, Wings and Living Things**

<b>Books</b>			<b>Nursery Rhymes</b>
Farmer Duck by Martin Wadell Handa’s Hen by Eileen Browne Six Dinner Sid by Inga Moore  Traditional Tale: The Ugly Duckling	Jim’s Beanstalk by Raymond Briggs The Enormous Turnip The Tadpole’s Promise by Jeanne Willis Amazing Grace by Mary Hoffman and Caroline Binch What the Ladybird Heard by Julia Donaldson The Easter Story		<u>Complex language:</u> Mary, Mary Quite Contrary Goosey, Goosey Gander The Big Ship Sails Dr Foster went to Gloucester I know an Old Lady who Swallowed a Fly Here We Go Round the Mulberry Bush Old Mother Hubbard When Goldilocks went to the House of the Bears There was a Princess Long Ago
<b>Communication &amp; Language</b>	<p><b>Listening</b>                      To <b>listen</b> and <b>concentrate</b> on a task for an increasing amount of time                      To follow and respond to two-step instructions                      To know why it is important to listen (for enjoyment, to have a conversation with others, to learn, and to hear instructions)</p> <p><b>Speaking</b>                      To begin to answer <b>‘how’</b> and <b>‘why’</b> questions                      To extend our thoughts and give reasons (<b>and, but, because, so</b>)                      To begin to use newly introduced vocabulary in their play                      To have a back and forth conversation with familiar adults or peers</p>		
<b>Physical Development</b>	<p>To correctly form pushing numbers (2, 3, 5, 7)                      To correctly form pulling numbers (0, 6, 9, 8, 1, 4)                      To practise target pairs for each letter family</p> <p>To become increasingly independent when fastening up a coat.                      To know the need for safety when tackling new challenges and manages some risks by taking action or giving a verbal warning to others.</p> <p><b>P.E. — Dance</b></p>		

	<p><b>Skills</b>  <b>Actions:</b> explore how my body moves. Copy basic body actions and rhythms.  <b>Dynamics:</b> explore actions in response to music and an idea.  <b>Space:</b> begin to explore pathways and the space around me and in relation to others.  <b>Performance:</b> perform short phrases of movement in front of others.</p> <p><b>Knowledge</b>  <b>Actions:</b> understand that I can move my body in different ways to create interesting actions.  <b>Dynamics:</b> understand that I can change my action to show an idea.  <b>Space:</b> know that if I move into space it will help to keep me and others safe.  <b>Performance:</b> know that when watching others I sit quietly and clap at the end.  <b>Strategy:</b> know that if I use lots of space, it helps to make my dance look interesting.</p>
<p><b>Personal, Social &amp; Emotional Development</b></p>	<p><b>Children become increasingly independent following the rules and routines introduced in Autumn One.</b></p> <p><b>Developing Confidence and Resilience</b>  To know we can encourage ourselves to keep trying (<b>practise, try again, improve, try a different way, resilience</b>)</p> <p><b>Managing Emotions and Behaviour</b>  To begin to negotiate and solve problems in provision (<b>share, take turns</b>)  To suggest to an adult how to resolve a conflict independently (For example, to use a sand timer to know when it's your turn)</p> <p><b>(RSE)</b>  To know that we all have different 'tastes' (<b>likes and dislikes</b>), but also similar needs (to be <b>loved</b> and <b>respected</b>, to be <b>safe</b>)  To know that it is natural for us to relate to and <b>trust</b> one another  To have a language to describe their <b>feelings</b> (<b>happy, sad, angry, scared, nervous, shy, excited</b>)  To understand that everyone experiences feelings, both good and bad  To know simple strategies for managing feelings (<b>actions, consequences</b>)  To know simple strategies for managing emotions and behaviour (<b>kind, breathe, move away, count</b>)  To know that we have <b>choices</b> and these choices can <b>impact</b> how we <b>feel</b> and <b>respond</b>  To know that we can say <b>sorry</b> and <b>forgive</b> like <b>Jesus</b></p>

RE	<p>To recognise growth in <b>nature</b></p> <p>To know the ways in which things <b>grow</b></p> <p>To know that <b>Lent</b> is a time to grow more like Jesus</p> <p>To know about <b>Good Friday</b> and how to <b>prepare</b> for <b>Easter Sunday (promise, spring, different, cross)</b></p>
Maths	<p>Counting to 9 &amp; 10 (<b>nine, ten, ten frame, subitise</b>)</p> <p>Comparing numbers to 10 (<b>count, compare, same, more, fewer, order, one less, one more</b>)</p> <p>Bonds to 10 (<b>altogether, parts</b>)</p> <p>3D Shapes (<b>stack, roll, flat, curved</b>)</p> <p>Spatial Awareness</p> <p>Patterns (<b>simple colour, complex colour, simple shape, complex shape</b>)</p>
Literacy	<p><u>Grammar and Punctuation:</u></p> <p>Use the correct grammatical form of the verb. Eg. I swam vs I swam</p> <p>Orally compose a sentence using and as a joining word</p> <p>Break down and organise their thoughts into a simple sentence in response to an image they have seen</p> <p>Include a verb in each instruction</p> <p><u>Reading:</u></p> <p>Begin to sequence beginning, middle and end of stories</p> <p>Use talk to organise, sequence and clarify the events that take place</p> <p>Read narratives from different settings and compare them to our own setting</p> <p>Begin to show understanding of principal characters within a story by making simple predictions</p> <p>Ask questions about what they have read that demonstrates their understanding</p> <p>Vocabulary: <b>crept, wriggled, creaked, wearily, fled, squeezed, hunted, fluttery, peered, waving, shiny, peeped, scurried, skipped, discovered, slip out, unlike, tough, damp, suspicious, believed, furious</b></p> <p><u>Writing:</u></p> <p>Understand the purpose of a recount</p> <p>Plan their recount using images</p> <p>Rehearse their sentences with an adult before writing</p> <p>Write a short sequence of sentences that describe the order of an event</p> <p>End each sentence with a full stop</p> <p>Plan a sentence to match an image</p> <p>Use a capital letter when writing a character's name</p>



	<p>Read a sentence they have written to an adult          Understand the purpose of an instruction          Write simple sentences that direct others</p> <p><u>Oracy:</u>          Use their experience to describe events that have happened in detail          Recall about what happened in order          Orally retell a story in a series of simple sentences          Speak clearly and loudly to their audience          Speak with expression          Use the word 'because' to develop their ideas and give reasons</p>
<p><b>Phonics</b></p>	<p>Unit 7 - 10          Throughout these units, children consolidate previous code knowledge whilst continuing to develop segmenting, blending and phoneme manipulation skills. Children will also be introduced to different word structures including VCC, CVCC, CCVC  <b>High Frequency words: all, come, some, to</b></p>
<p><b>Understanding the World</b></p>	<p>To know that there are four <b>seasons - autumn, winter, spring, summer</b>          To explore <b>seasonal changes (growth, new life, plants, animals, colour, change)</b></p> <p>To know that a life cycle shows the <b>changes</b> in an animal or plant throughout its life          To know that we can <b>observe</b> caterpillars turning into butterflies          To know the <b>lifecycle</b> of a frog and caterpillar (<b>egg, caterpillar, cocoon, chrysalis, butterfly, change, frog spawn, tad pole, froglet, frog</b>)          To know what a <b>plant</b> needs to <b>grow (water, sunlight, soil, nutrients, temperature)</b>          To know the names of some animals and their <b>young</b>          To know some ways to take care of animals (<b>love, care, food, shelter, water, leaflet, vet</b>)          To know the role of a vet</p> <p>To know how to <b>move, forward, backwards, left</b> and <b>right</b> when asked to (unplugged technology)          To know how to use an <b>iPad</b> to take <b>photographs</b></p>
<p><b>Expressive Arts &amp; Design</b></p>	<p><b>Expressive Arts -</b>          To pay close <b>attention</b> to <b>detail</b> when creating an <b>observational drawing</b></p>

To know I can create **lighter** and **darker** shades using **water colour** paints by adding more paint or water.  
(Mother's Day cards)

To know I can use **split pins** to make a **moving** picture.

To express themselves creatively to **design** and **decorate** an egg from their own ideas.

**Food Technology -**

To know that some materials **melt**

To know I can melt **ingredients** by **heating** them up

To know that we can change some materials from **solid** to **liquid** by melting them

**Music -**

To confidently take part in a class assembly.

To **rehearse** and **perform** a song, dance, storyline or ideas in front of an **audience**

Summer One – Space: To Infinity and Beyond!		
English Books	Reading for Pleasure Books	Nursery Rhymes
Where the Wild Things Are by Maurice Sendak The Extraordinary Gardener by Sam Boughton Oi Frog by Kes Gray  Traditional Tale: Rumpelstiltskin	Interstellar Cinderella by Deborah Underwood Captain Invincible and the Space Shapes by Stuart J Murphy Goodnight Spaceman by Michelle Robinson & Nick East Camille and the Sunflowers by Laurence Anholt Whatever Next! By Jill Murphy A Superpower Like Mine by Dr Ranj	<u>Cultural songs and rhymes:</u> Frere Jacques Ring, a ring, of roses Hot Cross Buns Are You Sleeping? Oranges and Lemons London Bridge is Falling Down The Animals Went in Two by Two Jambo Bobby Shaftoe’s Gone to Sea
<b>Communication &amp; Language</b>	<p><b>Listening</b>            To be able to listen effectively (looking at the speaker and concentrating) for a range of purposes (for enjoyment eg. stories, to listen to instructions, to learn new information)</p> <p><b>Speaking</b>            To develop confidence sharing thoughts and ideas with a larger group/whole class            To respond to what has been read/asked with appropriate comments or questions            To put <b>hand up</b> when asking a <b>question</b> or <b>sharing ideas</b> without shouting out            To talk more extensively about things that are <b>important</b> to them            To begin to use newly introduced vocabulary in their play            To have a back and forth conversation with familiar adults or peers</p>	
<b>Physical Development</b>	<p>To correctly form capital letters – straight line group, curved line group, lines then curves group, sliding lines group            To refine letter formation within words (list 1)</p> <p>To know how to stay safe in the sun (<b>cap, sun cream, hydration</b>)</p> <p><b>P.E. – Games (Unit 2)</b></p> <p><u>Skills</u>  <b>Throwing:</b> explore throwing using a variety of equipment.</p>	

	<p><b>Catching:</b> explore catching using a variety of equipment.</p> <p><b>Knowledge</b></p> <p><b>Throwing:</b> know to point my hand at my target when throwing.</p> <p><b>Catching:</b> know to have hands out ready to catch.</p> <p><b>Tactics:</b> make simple decisions in response to a task.</p> <p><b>Rules:</b> know that rules help us to stay safe.</p>
<p><b>Personal, Social &amp; Emotional Development</b></p>	<p><b>Children independently follow the rules and routines introduced in Autumn One and notice when the rules and routines are not being followed</b></p> <p><b>Building and Maintaining Relationships</b>          To be aware of the meaningful friendships they have made          To independently initiate play</p> <p><b>Developing Confidence and Resilience</b>          To confidently talk about their own <b>ideas</b>          To confidently choose resources and ways to do things</p> <p><b>Managing Emotions and Behaviour</b>          To show empathy towards others and be able to talk about how someone else is feeling as a result of my actions          To begin to independently resolve conflicts in play (sharing, taking turns, etc.)</p> <p><b>RSE</b>          To know that there are natural <b>life stages</b> from <b>birth to death (baby, older baby, toddler, children, older children, teenagers, adults, elderly)</b></p>
<p><b>RE</b></p>	<p>To know that everyone has <b>good news</b> to tell          To know that the Holy Spirit came at <b>Pentecost</b>          To know that Pentecost is the celebration of Jesus' good news  <b>Good news, tell, Pentecost, promise, Holy Spirit, alleluia, litany</b></p> <p><b>To know that we can make new friends</b>  <b>To know how to be a good friend</b>  <b>To know that Jesus had friends</b></p>

	<p>To know that we are friends of Jesus</p> <p>To know Jesus' rule for friends is to say sorry and forgive others</p> <p>Friend, happy, sad, love, make-up, kind, gentle, loving, sorry, rule, understanding, new start, friendship, disciples</p>
Maths	<p>Build numbers to 10 (ten frame, part, whole)</p> <p>Count patterns beyond 10 (eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty, ten frame, full ten, part ten, rekenrek, number shapes, bead string, build, numerals, beyond, counting patterns)</p> <p>Spatial reasoning (in, on, yesterday, next to, behind, in front, under)</p> <p>Match, rotate, manipulate (match, same, different, select, rotate, fill, arrangement, shape, tangram, orientation, bottom, middle, top)</p> <p>Adding more (addition, first, then, now, altogether, count on, one more, two more, number stories, number track, ten frame)</p> <p>Taking away (subtraction how many left, count back, one less, two less, number stories, number track, ten frame)</p> <p>Spatial reasoning (combine, separate, rectangle, square, triangle, build, tangram)</p>
Literacy	<p>To begin to use a jotter to complete early morning independent writing</p> <p>To plan and write a retelling of a familiar story using pictures to prompt</p> <p>To plan and write about what they have learned about Tim Peake</p> <p>To think of a sentence</p> <p>To keep a <b>sentence</b> in their head</p> <p>To <b>count</b> the number of words in their sentence</p> <p>To write with increasing confidence</p> <p>To begin to use <b>capital letters</b> at the beginning of a sentence</p> <p>To use a <b>full stop</b> at the end of a sentence</p>
Phonics	<p>Unit 11 – sh th ch ck wh ng qu</p> <p>High Frequency Words: <b>there, their, these, what, where, who</b></p> <p>Throughout these units, children will begin to develop segmenting, blending and phoneme manipulation skills</p>
Understanding the World	<p>To know that there are four <b>seasons</b> - <b>autumn, winter, spring, summer</b></p> <p>To explore <b>seasonal changes</b> (<b>sun, sun cream, water, hydrate, safety, hat, protect</b>)</p> <p>To know that we live on <b>planet Earth</b> in the <b>Solar System</b></p>

	<p>To know that our Solar System is made up of our <b>moon, our sun</b> and <b>planets</b></p> <p>To know that the sun is in the <b>middle</b> of our Solar System and the Earth moves around it</p> <p>To know that we have <b>day</b> and <b>night</b> when the Earth <b>rotates</b></p> <p>To know that an <b>astronaut travels</b> to space in a <b>rocket (launch)</b></p> <p>To know that <b>Tim Peake</b> is an astronaut</p> <p>To know how an astronaut would <b>survive</b> in space</p> <p>To know that <b>shadows</b> are made when an <b>object blocks sunlight</b></p> <p>To know that shadows <b>change</b> throughout the <b>day (explore, sun light, morning, lunchtime, afternoon, object, darkness)</b></p> <p>To know how to use an <b>iPad</b> to take <b>photographs</b> and <b>discuss</b> the <b>image (like, dislike, explain, picture)</b></p>
<p><b>Expressive Arts &amp; Design</b></p>	<p><b>Expressive Arts -</b></p> <p>To know that <b>Vincent Van Gogh</b> created 'A Starry Night'</p> <p>To choose suitable <b>materials</b> to recreate 'A Starry Night' (<b>chalk, oil pastels, paint, water colour paint, collage</b>)</p> <p>To use previously learned knowledge of <b>attachment</b> to create a <b>sculpture</b> with increasing independence (<b>flying saucer, glue, tape, string, knot</b>)</p>

Summer Two – Under the Sea		
English Books	Reading for Pleasure Books	Nursery Rhymes
Billy's Bucket by Kes Gray Lost and Found by Oliver Jeffers Rainbow Fish by Marcus Pfister  Traditional Tale: Chicken Licken	The Everywhere Bear by Julia Donaldson Somebody Swallowed Stanley by Sarah Roberts Pirates Next Door by Jonny Duddle The World Came to My Place Today by Jo Readman & Ley Honor Roberts Me on the Map by Joan Sweeney Pirates of Scurvy Sands by Jonny Duddle	<u>Cultural songs and rhymes:</u> Frere Jacques Ring, a ring, of roses Hot Cross Buns Are You Sleeping? Oranges and Lemons London Bridge is Falling Down The Animals Went in Two by Two Jambo Bobby Shaftoe's Gone to Sea
<b>Communication &amp; Language</b>	<p><b>Listening</b>            To <b>listen</b> and <b>concentrate</b> on a task for an increasing amount of time            To sit <b>still</b> when listening            To be able to listen effectively (looking at the speaker and concentrating) for a range of purposes (for enjoyment eg. stories, to listen to instructions, to learn new information)</p> <p><b>Speaking</b>            To develop confidence sharing thoughts and ideas with a larger group/whole class            To respond to what has been read/asked with appropriate comments or questions            To put <b>hand up</b> when asking a <b>question</b> or <b>sharing ideas</b> without shouting out            To begin to use newly introduced vocabulary in their play            To have a back and forth conversation with familiar adults or peers</p>	
<b>Physical Development</b>	<p>To refine letter formation within words (list 2-5)            To refine number formation</p> <p>To be willing to try different fruit and vegetables, commenting on textures and tastes and express a preference (<b>healthy, fruit, vegetables, smooth, juicy, sour, sweet, crunchy, hard – plus names of items tasted and associated description</b>)            To know the need of variety for a <b>balanced diet (fruit, vegetables, meat, fish, eggs, cheese, milk, sugar, fat, water)</b>            To know <b>exercise, food, drink, sleeping and hygiene</b> are important.</p>	

	<p>To know how to stay safe in the sun (<b>cap, sun cream, hydration</b>)</p> <p>To know how to stay safe in water (<b>life guards, close to family, red flags, life vest, arm bands/floats</b>)</p> <p>To know how to keep <b>teeth</b> healthy (<b>dentist, toothbrush, toothpaste, balanced diet</b>)</p> <p>To <b>compare</b> diet and <b>hygiene</b> to that of <b>pirates</b></p> <p><b>P.E. — Ball Skills (Unit 2)</b></p> <p><b>Skills</b></p> <p><b>Sending:</b> explore sending an object with hands and feet.</p> <p><b>Catching:</b> explore catching to self and with a partner.</p> <p><b>Tracking:</b> explore stopping a ball with hands and feet.</p> <p><b>Dribbling:</b> explore dropping and catching with two hands and moving a ball with feet.</p> <p><b>Knowledge</b></p> <p><b>Sending:</b> know to look at the target when sending a ball.</p> <p><b>Catching:</b> know to have hands out ready to catch.</p> <p><b>Tracking:</b> know to watch the ball as it comes towards me and scoop it with two hands.</p> <p><b>Dribbling:</b> know that keeping the ball close will help with control.</p>
<p><b>Personal, Social &amp; Emotional Development</b></p>	<p><b>Children independently follow the rules and routines introduced in Autumn One and notice when the rules and routines are not being followed</b></p> <p><b>Building and Maintaining Relationships</b></p> <p>To know the names of my new teachers</p> <p><b>Developing Confidence and Resilience</b></p> <p>To develop a routine of independent morning work in preparation for Year 1</p> <p>To know what to expect in Year 1 and how it might be different from Reception (less continuous provision, knowing that you sit at the table to complete most of your work, toilet passes)</p> <p>To know where my new classroom is</p> <p>To begin to know new routines/timetable for Year 1 (move up sessions)</p> <p>To know that I have developed skills and talents in Reception that will help me in Year 1</p> <p><b>Managing Emotions and Behaviour</b></p>



	<p>To talk about worries about moving to a new class</p> <p><b>RSE</b></p> <p>To know that God is <b>love: Father, Son and Holy Spirit</b></p> <p>To know that being made in His <b>image</b> means being called to be <b>loved</b> and to <b>love others</b></p> <p>To know what a <b>community</b> is, and that God calls us to live in community with one another</p> <p>To listen to some <b>Scripture</b> illustrating the importance of living in a community</p> <p>To know that no matter how small our offerings, they are <b>valuable</b> to God and He can use them for His glory</p> <p>To know that they belong to different <b>communities (home, school, parish, the wider local area, nation and the global)</b></p> <p>To know that they should help at home with <b>practical tasks (tidying, setting table, walking the dog etc.)</b></p> <p>To know that we have a duty of <b>care for others</b> and for the world we live in (<b>charity work, recycling, praying for others</b>)</p> <p>To know about what <b>harms</b> and what <b>improves</b> the world in which they live (<b>pollution car/bus/walk, littering/using bin, picking/planting flowers</b>)</p>
<b>RE</b>	<p>To say what we love about our <b>world</b> and to talk about some of the things we <b>wonder</b></p> <p>To know that everyone <b>shares</b> in God's world</p> <p>To know how to thank God for our wonderful world</p> <p><b>World, wonder, wonderful, care, love, share, work, play, together, creation</b></p>
<b>Maths</b>	<p>Doubling (<b>same, ten frame, dominoes, double, equal, symmetrical, twice</b>)</p> <p>Sharing and grouping (<b>under, compare, fair, groups, half, share, sort</b>)</p> <p>Even and odd (<b>odd, pair, double</b>)</p> <p>Spatial reasoning (<b>behind, build, in, in front, different, next to, on, viewpoint</b>)</p> <p>Visualise and build (<b>arrangement, match, number shapes, construct</b>)</p> <p>Pattern and relationships (<b>Pattern, adapt, design, build, repeating pattern, comparison, continue, copy, create, different combinations, different possibilities</b>)</p> <p>Spatial mapping (<b>first, in, in front, near, next, next to, on, under</b>)</p> <p>Mapping (<b>map, maze, measure, plan, problem solving, quantity, route, starting point, tally</b>)</p>
<b>Literacy</b>	<p>To write a postcard following a trip to the beach.</p> <p>To write a letter to your new teacher.</p> <p>To think of a sentence</p> <p>To keep a <b>sentence</b> in their head</p> <p>To <b>count</b> the number of words in their sentence</p>

	<p>To write with increasing confidence</p> <p>To begin to use <b>capital letters</b> at the beginning of a sentence</p> <p>To use a <b>full stop</b> at the end of a sentence</p>
<b>Phonics</b>	Recap previously learned sounds and consolidation of key skills
<b>Understanding the World</b>	<p>To know that there are four <b>seasons</b> - <b>autumn, winter, spring, summer</b></p> <p>To explore <b>seasonal changes</b> (<b>sun, sun cream, water, hydrate, safety, hat, protect</b>)</p> <p>To know that people can <b>follow</b> a <b>map</b> to get to a <b>destination</b></p> <p>To know that a <b>compass</b> shows <b>North, East, South, West</b></p> <p>To know that <b>heavy objects sink</b> and <b>light objects float</b> regardless of their <b>size, shape</b> or the <b>type of material</b> in fresh water.</p> <p>To know that we can <b>investigate</b> whether an object floats or sinks (<b>fresh water, salt water</b>)</p> <p>To explain what we have found (<b>results, findings</b>)</p> <p>To know that giving <b>instructions</b> to a <b>Bee Bot</b> can make it move (<b>forwards, backwards, left, right</b>)</p> <p>To know that we can <b>program Bee Bots</b> to <b>follow a map</b></p>
<b>Expressive Arts &amp; Design</b>	<p><b>Expressive Arts</b> -</p> <p>I know how to make a card using my own ideas</p> <p>To use previously knowledge of observational drawings to create an increasingly detailed drawing (Outdoors)</p> <p><b>Food Technology</b> -</p> <p>To <b>design</b> and <b>create</b> a <b>healthy picnic</b> for a sunny day (<b>plan, shopping list, wash, dry, peel, chop, knife, sharp, hygiene</b>)</p> <p><b>Music</b> -</p> <p>To listen to music and say whether we like it or dislike it</p> <p>To know that music can make us feel different ways</p> <p>To listen to music and discuss how it sounds (<b>fast, slow, tempo, quiet, loud, high, low, pitch</b>)</p> <p>To create and perform a piece of music</p> <p>To use instruments and be able to change the <b>pitch</b> and <b>tempo</b></p>