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|  | **Advent 1**  **Exploring Autumn** | **Advent 2**  **Walking in a winter wonderland** | **Lent 1**  **Dangerous Dinosaurs** | **Lent 2**  **Farm to fork** | **Pentecost 1**  **Once upon a time** | **Pentecost 2**  **Walk on the wild side** |
| **Children will know how:** | | | | | | |
| **RE** | **Myself**  To **recognise** importance of my own name  To **talk about** the people in my family  To **recognise** God loves me  To compose class prayer asking God to take care of each person  **Welcome**  To **recognise** different ways to make people feel welcome  To **talk about** how important a new baby is. | **Welcome**  To **recognise** key actions / people in a Baptism  To **re-enact** a Baptism in church  **Birthday**  To **talk about** how a birthday is celebrated  To **recognise** key features of an Advent wreath  To **talk about** the key actions and people in the nativity  To **re-enact** the nativity story. | **Celebrating**  To discover what a celebration is and how people celebrate.  To **recognise** God loves me and knows my name.  To **talk about** how parish family celebrates mass.  To **re-enact** the story of the Presentation.  **Gathering**  To discover what activities children and families like to do together.  To **talk about** what happens when the Parish family gather for mass.  . | **Gathering**  To **talk about** how the Parish family gather to listen to God’s word.  To **talk about** how and why people gather together and enjoy celebrating mass.  **Growing**  To **recognise** that spring is a time when things grow.  To **talk about** Lent and how it is a time for growing in love.  To **talk about** Good Friday and looking forward to Easter.  To **talk about** the ways we grow and that Lent is a time to grow more like Jesus and look forward to Easter. | **Good News**  To **recognise** that everyone has good news to share.  To **recognise** that Jesus sends a new friend, the Holy Spirit.  To **recognise** what Pentecost is and joy and happiness the Good News of Jesus brings.  To **talk about** Pentecost  being the celebration of the Good News of Jesus  **Friends**  To **recognise** how to be a friend.  To r**ecognise** how we can be friends of Jesus. | Friends  To **recognise** what Jesus tells us about being friends.  To **recognise** how we can make good friends, that Jesus had good friends and what Jesus tells us about friendship.  **Our World**  To **talk about** what we love about our world.  To **recognise** that God created the world and said, “Indeed it is very good”.  To **talk about** how we need to take care of God’s world.  To **talk about** what we love and wonder about our world and how God gave us this wonderful world. |
| **Literacy** | To use a wider range of vocabulary.  To enjoy listening to longer stories and remember much of what happens.  To use large-muscle movements to make marks. To know that print has meaning.  To begin to develop complex stories using small world equipment. | To know many rhymes, be able to talk about familiar books, ands be able to tell a long story.  To use a comfortable grip with good control when holding pens and pencils.  To develop phonological awareness to count or clap syllables in a word.  To know that print has different purposes. | To know that we read English text from left to right and from top to bottom.  To develop phonological awareness to spot and suggest rhymes. | To show preference for a dominant hand.  To develop phonological awareness to recognise words with the same initial sound.  To know the names of the different parts of a book. | To know about page sequencing.  To engage in extended conversations about stories using new vocabulary.  To use some of their print and letter knowledge in their early writing. | To write some or all of their name.  To write some letters accurately. |
| **Maths** | Recognising naming and matching colours  Sorting by various attributes  Continuing AB patterns | Using the language of size  1 on 1 principles  Stable order principle, Cardinal principle, abstraction principle , order irrelevance principle  Comparing the amount of obhects | Exploring and understanding 1,2 and 3 | Exploring and understanding 4,5 and 6 | Properties of shapes  Ordering events of the day  Long, short, tall and comparing lengths. | Light and heavy and comparison  Full. Half full and empty comparison  Using language related to position and directions |
| **Science** | **Seasonal Changes**  To use all their senses to explore natural materials.  To talk about what they see using a wide vocabulary  To understand the effect of changing seasons on the natural world around them.  To explore and talk about different forces they can feel. | | **Natural Environment and Wild Animals**  To talk about what they see using a wide vocabulary  To begin to understand the need to respect and care for the natural environment and all living things  To talk about what they see using a wide vocabulary.  To understand the key features of a life cycle of an animal.  . | **Growing**  To use all their senses to explore natural materials.  To talk about what they see using a wide vocabulary. To plant seeds and care for growing plants.  To understand the key features of the life cycle of a plant.  To understand the effect of changing seasons on the natural world around them | **Materials**  To use all their senses to explore natural materials.  To explore collections of materials with similar and or different properties.  To talk about the differences between materials and changes they notice.  To talk about what they see using a wide vocabulary.  To explore how things work. | **Animals**  To talk about what they see using a wide vocabulary  To understand the key features of a life cycle of an animal.  To understand the key features of the life cycle of a human. |
| **History** | To begin to make sense of their own life story and their families history. | To begin to make sense of their own life story and their families history. |  |  | To begin to make sense of their own life story and their families history. | To begin to make sense of their own life story and their families history. |
| **Geography** | To understand the effect of changing seasons on the natural world around them. | To continue developing positive attitudes about the differences between people.  To understand the effect of changing seasons on the natural world around them.  To know that there are different countries in the world and talk about the differences they have experienced or seen in photos.  To recognise some environments that are different from the one in which they live. |  |  | To show interest in different occupations. | To understand the effect of changing seasons on the natural world around them.  To know that there are different countries in the world and talk about the differences they have experienced or seen in photos.  To recognise some environments that are different from the one in which they live. |
| **Art** | To create closed shapes with continuous lines and begin to use those shapes to represent objects. | To draw with increasing complexity and detail. | To use drawings to represent ideas like movement and loud noises. | To show different emotions in their drawings and paintings. | To explore colour and colour mixing.  . | To show different emotions in their drawings and paintings. |
| **Design & Technology** | To make imaginative and complex ‘small words’ with blocks and construction kits.  To explore different materials freely, to develop ideas about how to use them and what to make.  To join different materials and explore different textures. | To make imaginative and complex ‘small words’ with blocks and construction kits.  To explore different materials freely, to develop ideas about how to use them and what to make.  To join different materials and explore different textures. | To make imaginative and complex ‘small words’ with blocks and construction kits.  To explore different materials freely, to develop ideas about how to use them and what to make.  To join different materials and explore different textures. | To make imaginative and complex ‘small words’ with blocks and construction kits.  To develop their own ideas and decide which materials to use to express them.  To join different materials and explore different textures. | To make imaginative and complex ‘small words’ with blocks and construction kits.  To develop their own ideas and decide which materials to use to express them.  To join different materials and explore different textures. | To make imaginative and complex ‘small words’ with blocks and construction kits.  To develop their own ideas and decide which materials to use to express them.  To join different materials and explore different textures. |
| **Physical Development** | Develop their movement, balancing, riding and ball skills.  Match their developing physicals to task and activities in the setting  Use one handed tools and equipment  Become increasing independent as they get dressed and undressed | Develop their movement, balancing, riding and ball skills.  Go up steps and stairs or climb up apparatus using alternate feet.  Match their developing physicals to task and activities in the setting  Collaborate with others to manage large items such as moving along planks safety carrying large hollow blocks.  Use one handed tools and equipment  Become increasing independent as they get dressed and undressed | Develop their movement, balancing, riding and ball skills.  Use large muscle movements to wave flags and streamers paint and make marks.  Match their developing physicals to task and activities in the setting  Use one handed tools and equipment  Become increasing independent as they get dressed and undressed | Develop their movement, balancing, riding and ball skills.  Increasingly be able to use and remember sequences and patterns of movement which are related to music and rhythm.  Match their developing physicals to task and activities in the setting  Choose the right resources to carry out their own plan.  Use one handed tools and equipment  Become increasing independent as they get dressed and undressed | Develop their movement, balancing, riding and ball skills.  Skip hop stand on one leg and hold a pose for a game like musical statues.  Match their developing physicals to task and activities in the setting  Use one handed tools and equipment  Use a comfortable grip with good control when holding pens and pencils.  Become increasing independent as they get dressed and undressed | Develop their movement, balancing, riding and ball skills.  Start taking part in some groups activities which they make up for themselves or in teams  Match their developing physicals to task and activities in the setting  Use one handed tools and equipment  Use a comfortable grip with good control when holding pens and pencils.  Show a preference for a dominant hand.  Become increasing independent as they get dressed and undressed |
| **RSE** | **Module 1- Created and loved by God**  **Unit 1- Religious Understanding**  **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!  **Unit 2-Me, my body, my health**  **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 | **Module 1- Created and loved by God**  **Unit 3- Emotional Well-being**  **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  **All the 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  **Unit 4- Life cycles**  **Growing up**  That there are natural life stages from birth to death, and what these are | **Module 2- Created to love others**  **Unit 1 – Religious understanding**  **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  **Unit 2 – Personal relationships**  **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. | **Module 2- Created to love others**  **Unit 3- Keeping safe**  **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 | **Module 3- Created to live in community**  **Unit 1- Religious understanding**  **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. | **Module 3- Created to live in community**  **Unit 2- Living in the wider world**  **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 |
| **PSED** | Select and use activities and resources with help when needed. | Develop their sense of responsibility and their sense of community.  Become more outgoing with unfamiliar people in the safe context of their setting.  Play with one or more other children extending and elaborating play ideas | Show more confidence in new social situations.  Talk about their feeling using words like happy, sad, angry or worried  Be increasingly independent in meeting their own care needs | Increasingly follow rules understanding why they are important  Make healthy choices about food drink activity and tooth brushing | Remember rules without needing an adult to remind them  Understand gradually how others might be feelings | Find solutions to conflict and rivalries  Develop appropriate ways of being assertive  Talk with other to solve conflicts |
| **Music** | To listen with increased attention to sounds.  To play instruments with increasing control to express their feelings and ideas. | To respond to what they have heard , expressing their thoughts and feelings.  To play instruments with increasing control to express their feelings and ideas. | To remember and sing entire songs.  To play instruments with increasing control to express their feelings and ideas. | To sing the pitch of a tone sang by another person (‘pitch match’).  To play instruments with increasing control to express their feelings and ideas. | To sing the melodic shape of familiar songs.  To play instruments with increasing control to express their feelings and ideas. | To create their own songs or improvise a song around one they know.  To play instruments with increasing control to express their feelings and ideas. |