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| **Term:**  **Topics:**  **(subject to change)** | **Autumn 1**  **All About Me**  **Our Favourite Stories**  **Autumn** | **Autumn 2**  **Autumn**  **Our Favourite Stories**  **Nativity and Christmas** | **Spring 1**  **Winter**  **All Around the World**  **Food** | **Spring 2**  **Spring**  **Looking Back – Our History**  **Easter** | **Summer 1**  **Traditional Tales Looking After Our World** | **Summer 2**  **Growing**  **Other religions**  **Summer** |
| **Personal, Social and Emotional Development**  ***Self-Regulation***  ***Managing Self***  ***Building Relationships*** | - Seeing themselves as a valuable individual – children’s families and interests  - Personal hygiene | - Building Constructive and respectful relationships  - Expressing feelings | - Considering others feelings  -Identifying and moderating feelings  - Health and wellbeing | - Considering others feelings  -Identifying and moderating feelings  - Health and wellbeing | -Showing resilience and perseverance | -Thinking about others perspectives  - Being a safe pedestrian (Right Start) |
| **Communication and Language**  ***Listening, Attention and Understanding***  ***Speaking***  **Further experiences** | - Listening to songs, rhymes and stories  -Beginning to listen carefully  - Learning why listening is important  **Visitors from school community** | - Developing social phrases  -Listening to songs, rhymes and stories  - Retelling the Christmas story  **Nativity Performance** | - Learning new vocabulary and using it in daily life  - Asking questions  - Engaging in non-fiction books  **Neli**  **Chatterboxes** | - Describing events in their own life with detail  - Answering questions, including ‘why’ questions  - Extending sentences using connectives  **Chatterboxes**  **Visitors from the local community** | - Engaging in story times  - Listening and talking about stories  -Retelling traditional tales  -Engaging in non-fiction books to develop new knowledge  **Chatterboxes with parents** | - Using new vocabulary in different contexts  - Using talk to problem solve and organise thinking  **Talk for Writing** |
| **Physical Development**  ***Gross Motor Skills***  ***Fine Motor Skills***  **PE** | - Revising fundamental movement skills  - Mealtime skills  **Fundamental Movement Skills** | - Developing core strength and posture for sitting  - Developing fundamental movement skills  **FMS – The Very Hungry Caterpillar** | - Developing foundations for handwriting  - Developing small motor skills  Gymnastics with Preston North End | - Combing different movements with ease and fluency  - Developing movement control and grace  **FMS with Preston North End** | **-** Using large equipment confidently and safely  -Developing body strength and balance  **FMS – Jack and the Beanstalk** | - Refining a range of balls skills  **FMS – Mini Beasts** |
| **Literacy:**  ***Writing***  ***Reading – Language Comprehension and Word Reading***  ***SEE EYFS ENGLISH CURRICULUM*** | -Understanding print  - Rhyme, syllables and initial sounds  - Early writing  - Phase 1 and 2 phonics | **-**  Rhyme, syllables and initial sounds  - Reading individual letters  - Early writing  - Phase 2 phonics | **-** Identifying sounds in words and attempting to spell them  - Labels and lists  - Reading common exception words  -Read letter groups  -Phase 2 and 3 phonics | - Reading simple phrases and sentences  -Re reading for fluency  - Spell words  - Lowercase and capital letter formation  - Captions and short sentences  -Read letter groups  -Phase 3 phonics | - Write short sentences including capital letter and full stop  - Reading to check writing makes sense  - Lowercase and capital letter formation  - Story writing  -Phase 3 and 4 phonics | - Write short and longer sentences including capital letter and full stop  - Reading to check writing makes sense  - Lowercase and capital letter formation  -Non-fiction writing  -Phase 3 and 4 phonics |
| **Maths:**  ***Number***  ***Numerical Patterns*** | - Daily routines  - Matching and sorting  - Comparing amounts, size, mass and capacity  - Patterns  -Counting objects, actions and sounds | - Representing, comparing and composition of 1, 2, 3  - Circles and triangles  -Positional language  - Representing numbers to 5  - One more, one less  - Shapes with 4 sides  - Time | - Introducing zero  -Comparing numbers to 5  - Composition of 4 and 5  -Comparing mass and capacity | - Comparing and composition of 6, 7 and 8  -Comparing numbers to 10  - Bonds to 10  -3D shape  -Pattern | - Building numbers beyond 10  - Counting patterns beyond 10  - Spatial reasoning  - Adding  - Taking away | - Doubling  - Sharing and grouping  - Spatial reasoning  - Even and odd  - Pattern and relationships |
| **Understanding of the World:**  ***Past and Present***  ***People, Culture and Communities***  ***The Natural World*** | - Me and my family  - Our location – drawing information from simple maps  - People around me – links to community  - Autumn – exploring the natural world  - Describe what they see, hear and feel while outside  **Science Experiment:** Scoop Sounds – Plan Enquiry  Sense Walk – observe and measure | - Black History  - Bonfire Night  - Remembrance  - Christmas traditions around the world  **Science Experiment:**  Incy Shelter – Set up enquiry | - Winter – Understanding the effect of changing seasons – interacting with natural processes  - Similarities and differences between life in this country and other countries  -Compare and contrast characters from stories, story focus: Dogger  **Science Experiment:**  Frozen Balloons – observe  Taste Tests – Evaluate | - Easter – celebrating special times in different ways  - Spring  - Looking back – lives from birth to present. Changes to ourselves, interests, our families and the world around us.  **Science experiment:**  Strawberry Baskets | -Traditional Tales - Compare and contrast characters from stories  - Looking after our world – Fair Trade, oceans and land, recycling  - World Maps  - STEM challenges linked to Traditional Tales  **Science Experiment:**  Teddy Zip Line – set un enquiry | - Growing – themselves and the natural world  - Other Religions – understanding people have different beliefs and different places of worship  - Summer  - Shadows  **Science Experiment:**  Bubble snake - evaluate |
| **Expressive Arts and Design**  ***Creating with Materials***  ***Being Imaginative and Expressive***  *(Further DT opportunities running through CP in construction and creative areas)*  **Music – Sparkyard** | **Portraits**  – Creating patterns using a variety of tools/objects  - Self-portraits using a variety of printing tools and mixed colours  - Photography – ‘selfies’ and editing  - The Dot – inspiration from the story  **Hear My Voice**  **What’s the Music Sayng?** | **Stories**  - Music – instruments, moving to music, voices, body percussion  - Narrating a story through sound - ‘Peace at Last’, ‘Bear Hunt’.  - Illustrations  Illustrators: Helen Oxenbury, Axel Scheffler  - DT – making soup  **Instruments Everywhere**  **Playing with Songs** | **Colour**  - Experimenting with colour – variety of paints, tones, warm/cold colours, mixing.  - Large scale painting  Artists: Kandinsky, Franz Marc, Picasso  - DT – Making pancakes  **What’s the Pattern?**  **Playing Musical Patterns** | **Boggart**  - Experimenting with a variety of malleable materials.  - Creating a Boggart using clay outdoors – linked to trolls and giants from Fairy Tale stories  DT- Scissor skills  **Exploring Descriptive Sounds**  **Let’s Perform!** | **Trash into Treasure**  **-** Collage using used and recycled materials  - Artist: Joan Miro  - Making Traditional Tale character masks inspired by Joan Miro artwork  - DT - Making gingerbread  **Pitch Play and Changing Sounds**  **Patterns and Sequences** | **Natural World**  - Observational drawing  - Individual drawings of what they see around them  - Chalks, pencils, pastels  -Hammer art  **Meet the Characters**  **Perform a Story!** |
| **Computing** | **Creating Media – Marvellous Me** | **IT Unplugged – Awesome Autumn** | **Creating Media – Music Creation** | **IT Unplugged – Busy Bodies** | **IT – Technology around us** | **IT Unplugged – Summer Surprise** |
| **RE** | **Branch 1: Creation and Covenant**  -The creation story  -God is love  -Sign of the cross  -Looking after God’s world | **Branch 2: Prophecy and Promise**  -Celebrating Advent  -The Annunciation  -The Nativity story  -The shepherds visit the manger | **Branch 3: Galilee to Jerusalem**  -The wise men visit Jesus  -Jesus welcomes the little children  -Jesus blesses the little children  -Show love to everyone like Jesus | **Branch 4: Desert to garden**  -Lent and Holy week  -The Easter story | **Branch 5: To the ends of the earth**  -Jesus went back to his Father  -Pentecost  -Church is a special place  -The parish church and the parish family | **Branch 6: Other religions**  -St Paul  - St Peter  - Islam, Hinduism |
| **Special enhancements** | Visitors from school/exploring the school  Autumn Walk | Advent  Nativity Play | Around the World Day  Making Pancakes  Visit from PCSO  Attending Mass  Winter Walk | Visitors in school  World Book Day  Forest Schools  Chatter Boxes | St Anthony’s Feast Day  School Trip - Farm  Field work | Art Exhibition  Sports Evening |
| **What makes us unique** | * We are a Catholic School. * Our children come from a number of different cultures. * Our Children this year love to be outdoors. * Our children have many interests. | | | Curriculum enhancements:   * We believe that God is at the heart of everything we do. We incorporate this into our learning through RE lessons, Prayer and Liturgy, HRSE, visits to Church and assemblies. We also incorporate it into our role play and small world play. * Children this year come from a variety of cultures. -We want to celebrate and learn about our children’s cultures. We will incorporate this into our learning throughout the year. A few examples are through our ‘Around the World’ topic, learning greetings from our children’s language to say each morning, encouraging children to talk about the similarities and differences between different cultures and countries and learning about other religions. * We have a big focus on outdoor learning. We are a forest school and want to have a big emphasis on this throughout the year and want our children to experience being outdoors as much as possible. * We always engage with our children’s interest and incorporate this into our learning and continuous provision. | | |