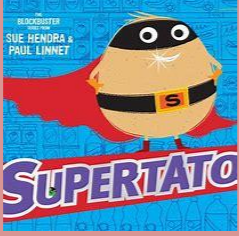
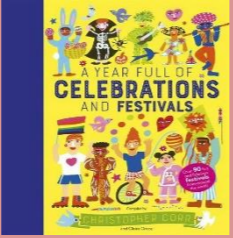
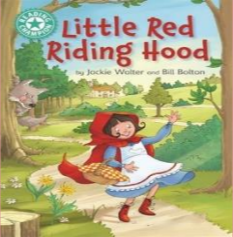
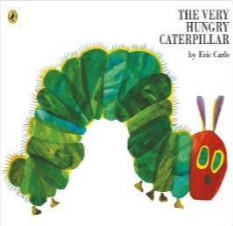

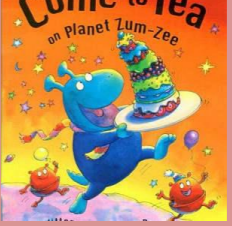



Year Group: FS1 Teacher: Mrs Anderson	Autumn 1 Super Me, Super You!	Autumn 2 Let's Celebrate	Spring 1 Once Upon a Time	Spring 2 Creepy Crawlies	Summer 1 Monsters	Summer 2 Out of this World
RE	Creation and Covenant	Prophecy and Promise	Galilee to Jerusalem	Desert to Garden	To the ends of the Earth	Dialogue and Encounter
Literacy Comprehension	 <p>Children will learn:</p> <ul style="list-style-type: none"> • To share books with an adult. • Repeats words and phrases from familiar stories. • Asks questions about a book. • Beginning to develop a narrative about a book they have read using props in play. 	 <p>Children will learn:</p> <ul style="list-style-type: none"> • To understand the five key concepts about print: - print has meaning - the names of the different parts of a book - print can have different purposes - page sequencing - we read English text from left to right and from top to bottom • Name the characters from a familiar story. 	 <p>Children will learn:</p> <ul style="list-style-type: none"> • To talk about and retell a range of familiar stories. • To know that text is read from left to right and top to bottom. • Listen to a story and comment on the events. 	 <p>Children will learn:</p> <ul style="list-style-type: none"> • To talk about and retell a range of familiar stories. • To know that text is read from left to right and top to bottom. • Listen to a story and comment on the events. 	 <p>Children will learn:</p> <ul style="list-style-type: none"> • To engage in extended conversations about stories, • Learning new vocabulary. 	 <p>Children will learn:</p> <ul style="list-style-type: none"> • To answer how and why questions about the stories they hear.
Literacy Word Reading	<p>Children will learn:</p> <p>Phase 1 phonics</p> <ul style="list-style-type: none"> • Some print, such as the first letter of their name, a bus or door number or a familiar logo. 	<p>Children will learn:</p> <p>Phase 1 phonics</p> <ul style="list-style-type: none"> • To develop their phonological awareness, so that they can: - spot and suggest rhymes 	<p>Children will learn:</p> <p>Phase 1 phonics</p> <ul style="list-style-type: none"> • Name recognition • Develop their phonological awareness, so that they can: recognise words with the same initial sound, such as money and mother 	<p>Children will learn:</p> <p>Phase 1 phonics</p> <ul style="list-style-type: none"> • To identify an object when given the initial sound. 	<p>Children will learn:</p> <p>Read, Write, Inc</p> <ul style="list-style-type: none"> • To identify sound set 1 phonic sounds • Say the initial sound in a given word. • Clap the syllables in a word. 	<p>Children will learn:</p> <p>Read, Write, Inc</p> <ul style="list-style-type: none"> • To identify sound set 1 phonic sounds • Ask children to work out the word you say in sounds: for example, h-a-t > hat; • Recall stories
Literacy Writing	<p>Children will learn:</p> <ul style="list-style-type: none"> • To mark make. • To distinguish between different marks made. 	<p>Children will learn:</p> <ul style="list-style-type: none"> • To draw freely. • Add some marks to their drawings, which they give meaning to. For example: 'That's my mummy.' • Make marks to represent their name. 	<ul style="list-style-type: none"> • Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy. 	<ul style="list-style-type: none"> • Attempt to write their name in a way that they or others can recognise. • Discuss the marks they make, e.g. Children "this is a car" • Form some letters correctly 	<ul style="list-style-type: none"> • Write some or all of their name. • Begin to write most set 1 phonic sounds 	<ul style="list-style-type: none"> • Form letters of own name. • Write some of the set 1 sounds they have learnt and begin to write CVC words.
Maths Number	<p>Children will learn:</p> <ul style="list-style-type: none"> • Routines and expectations and children will be introduced to the areas of provision and have opportunities to get to know their peers. 	<p>Children will learn:</p> <ul style="list-style-type: none"> • To understand that when making comparisons a set can have more, the same or fewer than another set. • To confidently sort collections into sets they learn that these sets can be compared and ordered. 	<p>Children will learn:</p> <ul style="list-style-type: none"> • To identify representations of 1 and 2 • To subitise or count to find out how many and make their own collections of 1 or 2 objects. • To match the number names to quantities and numerals. • To touch count in different arrangements and recognise the final number is the quantity of the set. • Counting to 1 • Finding 1 object • Representing 1 on a 5 frame • A circle – 1 sides shape (including in the environment) • 1 action e.g. 1 hop, 1 jump, 1 clap • What is 1 made of 1 nose, 1 mouth, 1 body • Exploring different varieties of circle 	<p>Children will learn:</p> <ul style="list-style-type: none"> • To identify representations of 1, 2, 3. They subitise or count to find out how many and make their own collections of 1, 2 or 3 objects. • They match the number names to quantities and numerals. • They touch count in different arrangements and recognise the final number is the quantity of the set. • Counting to 3 • Finding 3 objects • Representing 3 on a 5 frame • A triangle – 3 sides shape (including in the environment) • 3 actions e.g. 3 hops, 3 jumps, 3 claps • What is 3 made of - 2 is a part of me, 1 is a part of me and the whole of me is 3. 	<p>Children will learn:</p> <ul style="list-style-type: none"> • Counting to 4 • Number blocks episode 4 • Finding 4 objects • Representing 4 on a 5 frame • Squares and rectangles, 4 sided shapes including in the environment • 4 actions e.g. 4 hops, 4 jumps, 4 claps • Composition of 4 (2 is a part of me, 2 is a part of me and the whole of me is 4; 3 is a part of me, 1 is a part of me and the whole of me is 4) • 4 being the fourth number, its position on a number line, ordinal numbers • Numicon 4 • Dice 4 • Subitising 4 • The numeral and formation of 4 	<p>Children will learn:</p> <ul style="list-style-type: none"> • To subitise up to 5 items and to count forwards and backwards to 5 accurately using the counting principles. • They represent up to 5 items on a five frame. • Counting to 5 • Finding 5 objects • Representing 5 on a 5 frame • Pentagons, 5 sided shapes including in the environment • 5 actions e.g. 5 hops, 5 jumps, 5 claps • Composition of 5 (3 is a part of me, 2 is a part of me and the whole of me is 5; 4 is a part of me, 1 is a part of me and the whole of me is 5) • 5 being the fifth number, its position on a number line, ordinal numbers

			<ul style="list-style-type: none"> • 1 being the first number, its position on a number line, ordinal numbers • Numicon 1 • Dice 1 • Subitising 1 • The numeral and formation of 1 • Number 1 in the environment • Representing 1 using marks, pictures and finger • Matching numeral to quantity • They match the number names to quantities and numerals. • They touch count in different arrangements and recognise the final number is the quantity of the set. • Counting to 2 • Finding 2 objects • Representing 2 on a 5 frame • A semi-circle – 2 sides shape (including in the environment) • 2 actions e.g. 2 hops, 2 jumps, 2 claps • What 2 is made of 1 is a part of me, 1 is a part of me and the whole of me is 2 • 2 being the second number, its position on a number line, ordinal numbers • Numicon 2 • Dice 2 • Subitising 2 • The numeral and formation of 2 • Number 2 in the environment • Representing 2 using marks, pictures and finger • Matching numeral to quantity 	<ul style="list-style-type: none"> • Exploring different varieties and orientations of triangles. • 3 being the third number, its position on a number line, ordinal numbers • Numicon 3 • Dice 3 • Subitising 3 • The numeral and formation of 3 • Number 3 in the environment • Representing 3 using marks, pictures and finger • Matching numeral to quantity 	<ul style="list-style-type: none"> • Number 4 in the environment • Representing 4 using marks, pictures and finger • Matching numeral to quantity • Children count on and back to 4. • They subitise sets of up to 4 objects to find out how many make their own collections of objects. • They match the number to numerals and quantities and are able to say which sets have more and fewer items. • When counting they continue to learn that the final number they say names the set. 	<ul style="list-style-type: none"> • Numicon 5 • Dice 5 • Subitising 5 • The numeral and formation of 5 • Number 5 in the environment • Representing 5 using marks, pictures and finger • Matching numeral to quantity
<p>Maths Numerical Pattern</p>	<p>Children will learn:</p> <ul style="list-style-type: none"> • To recognise colours. 	<p>Children will learn:</p> <ul style="list-style-type: none"> • To copy, continue and create their own patterns. • That it is important to provide patterns with at least three full units of repeat. • To be encouraged to say the pattern out loud 	<p>Children will learn:</p> <ul style="list-style-type: none"> • To use real objects to see that the quantity of a group can be changed by adding more. 	<p>Children will learn:</p> <ul style="list-style-type: none"> • The first, then, now structure can be used to create mathematical stories in meaningful contexts 	<p>Children will learn:</p> <ul style="list-style-type: none"> • To see the link between counting forwards and the one more pattern • To see the link between counting back and the one less pattern. 	<p>Children will learn:</p> <ul style="list-style-type: none"> • To continue to count, Subitise and compare as they explore one more and one less.
<p>Shape, space and Measure</p>	<p>Children will learn:</p> <ul style="list-style-type: none"> • To explore and match objects which are the same. • Can you find one exactly like mine? How do you know it's the same? Can you find one different to mine? Why is this one not like mine? <p>Sort</p> <ul style="list-style-type: none"> • Children learn that collections can be sorted into sets based on attributes such as colour, size or shape. • Sorting enables the children to consider, what is the same about all the objects in one set and how they are different to the other sets. • They begin to understand that the same collection of objects can be sorted in different ways 	<p>Children will learn:</p> <ul style="list-style-type: none"> • That objects can be compared and ordered according to their size. • Encourage the use of language such as big and little, small and large to describe a range of objects. <p>More specific language such as tall, long, short can also be introduced.</p>	<p>Children will learn:</p> <ul style="list-style-type: none"> • Weight through carrying heavy and light items. • Encourage them to make direct comparisons holding items to estimate which feels the heaviest then use the balance scales to check. • Prompt them to use the language heavy, heavier than, heaviest, light, lighter than, lightest to compare items starting with items that have an obvious difference in weight. • Avoid common misconception that bigger items are always heavier by providing some small heavier items and some large lighter ones 	<p>Children will learn:</p> <ul style="list-style-type: none"> • By using language to describe length and height e.g. the tree is tall the pencil is short. • When making direct comparisons they may initially say something is bigger than something else. • Encourage them to use more specific mathematical vocabulary in relation to Length • The children should then move on to finding objects that are longer/shorter than a given item. They should be encouraged to utilise Strategies such as direct comparison (e.g. placing objects side by side to determine which is longer). 	<p>Children will learn:</p> <ul style="list-style-type: none"> • The primary focus in relation shapes should be on the properties of shapes. For example, children should be encouraged to notice and describe shapes in the environment and talk about the properties using words such as 'straight/flat/round/ curved'. • When teaching the names of shapes, wherever possible, real life shapes in the environment should be used. • Note that only flat surfaces should be referred to as faces. Include sorting of natural shapes; the children may sort Stones, for example, into sets that have straight edges, sets that have curved edges etc. 	<p>Children will learn:</p> <ul style="list-style-type: none"> • To talk about night and day and order key events in their daily routines, such as waking up, coming to school, dinner, and bed time. • They use language to describe when things happen e.g. day, night, morning, afternoon, before after, today, tomorrow. • Encourage the vocabulary of first, next, then and possibly last. • Children explore measuring time • Encourage children to build on their understanding of full and empty • Provide opportunities to explore capacity with different materials such as water, sand, rice and loose parts • Initially children should be exposed to the comparison of full,


Understanding the World

Understanding the World (People, Culture and Communities)



Children will learn:

- To explore their immediate environment.
- The name of their school.
- All about their community.
- To draw the features of their community.




Children will learn:

- All about traditions around the world – Christmas
- All about family customs and routines.




Children will learn:

- All about traditions around the worlds – Chinese New Year
- All about family customs and routines.
- That there are different countries in the world.



Children will learn:

- To make observations and draw pictures of animals and plants.



Children will learn:


- To understand the contrasting environments between life as we know it.
- To look through books and listen to audio.




Children will learn:


- That there are different countries in the world.
- To talk about the differences they have experienced and seen in photos.
- About Maps
- Map making.
- To make connections with existing knowledge.

Understanding the World (Past and Present)




Children will learn:

- How occupations have changed.




Children will learn:

- Deepen understanding of immediate family by remembering and talking about special times in our lives and others.



Children will learn:

- To make sense of their own life story and there family's history.




Children will learn:

- To comment on images of familiar situations in the past.



Children will learn:

- To understand and explore how homes are different. Some homes are travelling some are stationary, some are castles etc.




History of Transportation

Children will learn:


- To compare past and present transport.

Understanding the World (The Natural World)



Children will learn:

- All about our senses.



Children will learn:



Children will learn:

- All about plants and growing.



Children will learn:

- All about Life Cycles.



Children will learn:



Children will learn:

half full, empty using the same container.

- Provide different sized and shaped

Children need opportunities to be exposed to and to use the language of position and direction; Position: 'in', 'on', 'under'. Direction: 'up', 'down', 'across'

- Children also need opportunities to use terms which are relative: 'in front of', 'behind', 'on top of'.
- Create as many opportunities as possible to explore this language such as hunting for hidden objects with some prompts (e.g. look behind the shed).

Money.

	<ul style="list-style-type: none"> • What am I touching, how does it feel? • What does it smell like? • What does it sound like? 	<ul style="list-style-type: none"> • All about changes in the seasons through taking part in Winter walks. • Make comparisons from an autumnal walk. 			<ul style="list-style-type: none"> • To develop an understanding of the season summer. Through stories and local environment. • Talk about the changes in the environment. 	<ul style="list-style-type: none"> • To sing songs and join in with rhymes and poems about the natural world. • To observe. • To understand similarities and differences
Expressive Art and Design (Creating with Materials)	<p>Drawing: Marvellous marks Children will learn:</p> <ul style="list-style-type: none"> • To mark make through using different drawing materials. • To draw from observation using faces and self-portraits as a stimulus. <p>Seasonal Craft: Autumn Craft – Nature Wreaths</p> <p>Autumn – Hibernation Boxes</p>	<p>Cooking and Nutrition: Making Soup Children will learn:</p> <ul style="list-style-type: none"> • To explore the differences between fruits and vegetables using their senses (taste, texture, smell etc.). • To listen to the story 'The best pumpkin soup' and discuss the key ingredients and the characters used before developing a class-based vegetable soup recipe. <p>Seasonal Craft: Christmas Craft – Salt Dough tree decorations</p> <p>Christmas – Sliding Santa Chimneys</p>	<p>Structures: Junk Modelling Children will learn:</p> <ul style="list-style-type: none"> • To explore and learn about various types of permanent and temporary joins. • To be encouraged to tinker using a combination of materials and joining techniques in the junk modelling area. <p>Seasonal Craft: Winter Craft Threaded Snowflakes</p> <p>Spring – Flower Threading</p>	<p>Sculpture and 3D: Creation station Children will learn:</p> <ul style="list-style-type: none"> • To exploring the sculptural qualities of malleable materials and natural objects. • To develop the use of tools and joining techniques • To design and make clay animal sculptures. <p>Seasonal Craft: Easter Craft – Egg Threading</p> <p>Easter – Hanging Egg Decoration</p>	<p>Craft and Design: Let's get crafty Children will learn:</p> <ul style="list-style-type: none"> • To develop cutting, threading, joining and folding skills through fun, creative craft projects. <p>Seasonal Craft: Spring Craft - Petal Mandala Sun Catchers</p> <p>Summer- Designing a Rainbow Salad</p>	<p>Painting and mixed media: Paint My World Children will learn:</p> <ul style="list-style-type: none"> • To explore paint and painting techniques through nature, music and collaborative work. • To develop creativity through child-led exploration of mixed-media, making collages and transient art. <p>Seasonal Craft: Summer Craft – Salt Painting</p> <p>Summer- Making a Rainbow Salad</p>
Expressive Art and Design (Being Imaginative)	<p>Exploring Sound Children will learn:</p> <ul style="list-style-type: none"> -vocal sounds -body sounds -instrumental sounds -environmental sounds -nature sounds 	<p>Celebration music Children will learn:</p> <ul style="list-style-type: none"> -Diwali music -Hanukkah music -Kwanza music -Traditional Christmas music -Christmas action songs 	<p>Musical Stories Children will learn:</p> <ul style="list-style-type: none"> -moving to music -using instruments to represent characters -storytelling with actions -using instruments to represent actions -musical story composition -musical story performance 	<p>Big Band Children will learn:</p> <ul style="list-style-type: none"> -what makes an instrument -introduction to orchestra -follow the beat -tuned and un tuned instruments -big band performance 	<p>Music and Movement Children will learn:</p> <ul style="list-style-type: none"> -action songs -finding the beat -exploring tempo -exploring tempo and pitch through dance -music and movement performance 	<p>Transport Children will learn:</p> <ul style="list-style-type: none"> -exploring different types of transport -trains -boats -cars -transport journeys
Computing	<p>Children will learn:</p> <ul style="list-style-type: none"> • In role play children to use ICT equipment to press buttons etc take a picture on an iPad of themselves in their dress up clothes and in the outdoor area. • iPad for independent learning. • Children recognise that a range of technology is used in places such as homes and schools. • They select and to use technology for particular purposes and access age related software. 					
Physical Development (Fine Motor)	<p>Children will learn:</p> <ul style="list-style-type: none"> • Before teaching children the correct pencil grip and posture for writing, or how to cut with scissors, check that children have developed their upper arm and shoulder strength sufficiently: they do not need to move their shoulders as they move their hands and fingers that they can move and rotate their lower arms and wrists independently • Plan Fine motor themed crafts and themed finger gym activities. 	<p>Children will learn:</p> <ul style="list-style-type: none"> • Pivot & grip reassess (end of Dec) • Begin to show a preference for a dominant hand. • Begin to use scissors • Gross & fine Motor development • Dough Disco • Put on coats with some support with zip and buttons. 	<p>Children will learn:</p> <ul style="list-style-type: none"> • Pencil control • To use mark making resources with increasing independence. • Dough Disco • Correct posture for writing • Finger gym 	<p>Children will learn:</p> <ul style="list-style-type: none"> • Letter formation • Dough Disco • Scissors skills • Finger gym 	<p>Children will learn:</p> <ul style="list-style-type: none"> • Fine Motor development • Interventions • Pencil control • Letter formation • Dough Disco 	<p>Children will learn:</p> <ul style="list-style-type: none"> • Gross & fine Motor skills • Interventions • Pencil control • Letter formation • Dough Disco
Physical Development (Gross Motor)	<p>Children will learn:</p> <ul style="list-style-type: none"> • To climb apparatus safely. • To begin to show awareness of moving equipment safely with peers. • Refine the fundamental movement skills they have already acquired: rolling; crawling; walking; jumping; running; hopping; skipping; climbing. 	<p>Children will learn:</p> <ul style="list-style-type: none"> • To copy dance moves and move to different kinds of rhythms, use scarfs to move to different beats. 	<p>Children will learn:</p> <ul style="list-style-type: none"> • To move in different ways, running, climbing, jumping 	<p>Children will learn:</p> <ul style="list-style-type: none"> • To be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. 	<p>Children will learn:</p> <ul style="list-style-type: none"> • To use balancing equipment 	<p>Children will learn:</p> <ul style="list-style-type: none"> • To be aware of obstacles whilst running/chasing etc. and display some special awareness.
Communication and Language	<p>Children will learn:</p> <ul style="list-style-type: none"> • Tune into sounds through listening in a variety of ways. Such as listening walks and environmental sounds, 	<p>Children will learn:</p> <ul style="list-style-type: none"> • Using increased listening and attention skills to join in with 		<p>Children will learn:</p> <ul style="list-style-type: none"> • To develop communication that can be understood by others – to 	<p>Children will learn:</p> <ul style="list-style-type: none"> • To be able to answer questions using relevant vocabulary. 	<p>Children will learn:</p> <ul style="list-style-type: none"> • To talk about characters, setting and structure of stories.

(Listening, Attention and Understanding)	<ul style="list-style-type: none"> Build attention by listening to others and to the different vocal actions in stories and nursery rhymes. To follow simple instructions. 	<p>repeated refrains in stories and nursery rhymes.</p> <ul style="list-style-type: none"> To talk about the different characters and what they are doing. Children to use connectives e.g. Once upon a time and then. 		<p>say some nursery rhymes off by heart.</p> <ul style="list-style-type: none"> To talk about characters and setting of the story. 	<ul style="list-style-type: none"> Respond to questions appropriately. 	<ul style="list-style-type: none"> To be able to answer questions and share opinions using relevant vocabulary.
Communication and Language (Speaking and Listening)	<p>Children will learn:</p> <ul style="list-style-type: none"> To use complete sentences in everyday talk. Help children build sentences using new vocabulary by rephrasing what they say and structuring their responses using sentence starters. Narrate your own and children's actions: "I've never seen so many beautiful bubbles, I can see all the colours of the rainbow in them." Build upon their incidental talk: "Your tower is definitely the tallest I've seen all week. Do you think you'll make it any higher?" Suggestion: ask open questions - "How did you make that? Why does the wheel move so easily? What will happen if you do that?" Instead of correcting, model accurate irregular grammar such as past tense, plurals, complex sentences: "That's right: you drank your milk quickly; you were quicker than Darren." Narrate events and actions: "I knew it must be cold outside because he was putting on his coat and hat." Remind children of previous events: "Do you remember when we forgot to wear our raincoats last week? It poured so much that we got drenched!" Extend their thinking: "You've thought really hard about building your tower, but how will you stop it falling down?" 					
Personal, Social and Emotional Development (Self-Regulation)	<p>Children will learn:</p> <ul style="list-style-type: none"> To establish school routines and boundaries. Begin to understanding their own and others feelings through building sharing skills through planned and independent activities Demonstrate praise and encouragement and allow children the freedom to make mistakes Have high expectations for children following instructions, with high levels of support when necessary. Have modelled positive behaviour and highlight exemplary behaviour of children in class, narrating what was kind and considerate about the behaviour. Encourage children to express their feelings if they feel hurt or upset using descriptive vocabulary. Help and reassure them when they are distressed, upset or confused. Undertake specific activities that encourage talk about feelings and their opinions. Help children to set own goals and to achieve them. Give children strategies for staying calm in the face of frustration. Talk them through why we take turns, wait politely and tidy up after ourselves and so on. 					
Personal, Social and Emotional Development (Managing Self)	<p>Children will learn:</p> <ul style="list-style-type: none"> To Join in and sharing experiences in circle times and independent provision activities. Forming special friendships through independent activities, phase stories and activities Offer stay and play for parents and children to get the chance to interact in school Offer constructive support and recognition of child's personal achievements. Provide opportunities for children to tell each other about their work and play. Help them reflect and self-evaluate their own work. Help them to develop problem-solving skills by talking through how they, you and others resolved a problem or difficulty. Show that mistakes are an important part of learning and going back is trial and error not failure. Support all children to recognise when their behaviour was not in accordance with the rules and why it is important to respect class rules and behave correctly towards others. Use dialogic story time (talking about the ideas arising from the story whilst reading aloud) to discuss books that deal with challenges, explaining how the different characters feel about these challenges and overcome them. Model practices that support good hygiene, such as insisting on washing hands before snack time. Narrate your own decisions about healthy foods, highlighting the importance of eating plenty of fruits and vegetables. Help individual children to develop good personal hygiene. Acknowledge and praise their efforts. Provide regular reminders about thorough handwashing, toileting and oral hygiene. Discuss oral hygiene - As a class, talk about what our teeth do and why we need to keep them healthy. What do they do at home to look after their teeth? Encourage the children to talk about their experiences of going to the dentist and what happens when they are there. Can they remember how they felt when they first went to the dentist? How do they feel now when they visit the dentist? 					
Personal, Social and Emotional Development (Building Relationships)	<p>Children will learn:</p> <ul style="list-style-type: none"> To make time to get to know the child and their family. Ask parents about the child's history, likes, dislikes, family members and culture. Take opportunities in class to highlight a child's interests, showing you know them and about them. Make sure children are encouraged to listen to each other as well as the staff. Ensure children's play regularly involves sharing and cooperating with friends and other peers. Congratulate children for their kindness to others and express your approval when they help, listen and support each other. 					
RSE	<p>Module 1: Created and Loved by God</p> <p>Children will learn:</p> <p>To develop an understanding of the importance of valuing themselves as the basis for personal relationships.</p>	<p>Module 2: Created to Love Others</p> <p>Children will learn:</p> <p>Their relationship with others. Building on the understanding that we have been created out of love and for love. Children will learn strategies for developing healthy relationships and keeping safe.</p>			<p>Module 3: Created to Live in Community</p> <p>Children will learn:</p> <p>Relationship with the wider world. Children will explore how human beings are relational by nature and are called to love others in the wider community through service, through dialogue and through working for the Common Good.</p>	
	<p>Handmade with love I am me Head, Shoulders, Knees and Toes Ready Teddy?</p>	<p>I Like, You Like, We All Like! All the Feelings Let's Get Real Growing Up</p>	<p>Role Model Who's who? You've got a friend in me Forever friends</p>	<p>What is the internet? Playing Online Safe Inside and Out My Body, My Rules Feeling Poorly People Who Help Us</p>	<p>God is Love Loving God, Loving Others</p>	<p>Me, You, Us</p>