



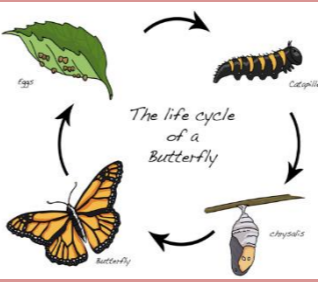




Year Group: Teacher:	Autumn 1 Super Me, Super You!	Autumn 2 Let's Celebrate	Spring 1 Once Upon a Time	Spring 2 Creepy Crawlies	Summer 1 Monsters	Summer 2 Out of this World
<b>RE</b>	Creation and Covenant	Prophecy and Promise	Galilee to Jerusalem	Desert to Garden	To the ends of the Earth	Dialogue and Encounter
<b>Literacy Comprehension</b>	 <p>Children will learn:</p> <ul style="list-style-type: none"> <li>• That text is read from left to right and top to bottom.</li> <li>• To listen to a story and comment on the events.</li> <li>• To name the characters from a familiar story.</li> <li>• To Listen to a story and comment on the events.</li> <li>• To seek and find their favourite book to share with an adult, with another child, or to look at alone.</li> <li>• To join in with the repeated refrains from a familiar story.</li> </ul>	 <p>Children will learn:</p> <ul style="list-style-type: none"> <li>• To begin to demonstrate understanding of what has been read.</li> <li>• To identify the characters and setting of a familiar book.</li> <li>• To use language from stories when discussing them.</li> <li>• To repeat words and phrases from familiar stories.</li> </ul>	 <p>Children will learn:</p> <ul style="list-style-type: none"> <li>• To anticipate, where appropriate, key events in stories.</li> <li>• To sequence a familiar story using images or objects.</li> <li>• To make a simple prediction based on the events of a story so far.</li> <li>• To use the language from a story within role play and discussions.</li> <li>• To answer questions about a text that has been read to them.</li> <li>• To predict what might happen next in a story.</li> </ul>	 <p>Children will learn:</p> <ul style="list-style-type: none"> <li>• To understand the difference between fiction and non-fiction.</li> <li>• To tell the story to another person using the book or images.</li> <li>• To answer questions about a text that has been read to them.</li> <li>• To predict what might happen next in a story.</li> <li>• To use modelled vocabulary during role play and in small world.</li> <li>• To requests favourite stories and poems.</li> </ul>	 <p>Children will learn:</p> <ul style="list-style-type: none"> <li>• To understand what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> <li>• To confidently ask and answer questions about key events in stories/poems/rhymes.</li> <li>• To demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> </ul>	 <p>Children will learn:</p> <ul style="list-style-type: none"> <li>• To use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes, poems and during role-play.</li> <li>• To share a favourite book with a peer, retelling the story in their own way repeating known phrases from the text.</li> </ul>
<b>Literacy Word Reading</b>	<p>Children will learn:</p> <ul style="list-style-type: none"> <li>• To work out the word you say in sounds: for example, h-a-t &gt; hat;</li> <li>• To recognises their own name, signs and logos.</li> <li>• To choose individual reading for pleasure books.</li> <li>• To develop their phonological awareness to spot rhymes in familiar stories and poems.</li> </ul>	<p>Children will learn:</p> <ul style="list-style-type: none"> <li>• To identify an object when given the initial sound.</li> <li>• To say the initial sound in a given word.</li> <li>• To clap the syllables in a word.</li> <li>• To blend sounds into words, so that they can read short words made up of known letter- sound correspondences.</li> <li>• To read CVC words containing known letter-sound correspondences.</li> </ul>	<p>Children will learn:</p> <ul style="list-style-type: none"> <li>• To say a sound for all set 1 sounds.</li> <li>• To be able to blend CVC words verbally.</li> <li>• To read key words.</li> <li>• To read words containing familiar letter groups: 'that', 'shop', 'chin', 'feet' 'storm', 'night'.</li> <li>• To develop their phonological awareness to complete a rhyming string.</li> <li>• To use Fred fingers to identify how many sounds are in a word.</li> <li>• To recognise all taught Set 1 sounds including some digraphs.</li> <li>• To re-read phonetically decodable books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</li> </ul>	<p>Children will learn:</p> <ul style="list-style-type: none"> <li>• Initial sounds, CVC words, medial and end sounds.</li> <li>• To read simple sentences containing known letter-sound correspondences containing 1 or 2 common exception words.</li> <li>• To blend sounds into words, so that they can read short words made up of known letter- sound correspondences.</li> </ul>	<p>Children will learn:</p> <ul style="list-style-type: none"> <li>• To read basic sentences independently.</li> <li>• To understand what has been read.</li> <li>• To read common HFW.</li> <li>• To read longer words made up of letter-sound correspondences they know: 'rabbit', 'himself', 'jumping'.</li> <li>• To develop phonological awareness to recognise and use rhyme in daily conversation.</li> <li>• To identify words containing the same digraph or tri-graph e.g. ay- may, day, play.</li> <li>• To say a sound for each letter in the alphabet and at least 10 digraphs.</li> </ul>	<p>Children will learn:</p> <ul style="list-style-type: none"> <li>• To read words consistent with their phonic knowledge by sound-blending.</li> <li>• To read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul>
<b>Literacy Writing</b>	<p>Children will learn:</p> <ul style="list-style-type: none"> <li>• To write their name in a way that they or others can recognise.</li> <li>• To discuss the marks they make, e.g. "this is a car"</li> <li>• To write initial sounds</li> <li>• To form the complete sentence orally before writing.</li> </ul>	<p>Children will learn:</p> <ul style="list-style-type: none"> <li>• To write their name with correct formation.</li> <li>• To form some letters of the alphabet.</li> <li>• To write letters using a memorable phrase.</li> <li>• To memorise a sentence before writing by repeatedly saying it aloud.</li> <li>• To segment CVC words verbally.</li> <li>• To write the initial, end and middle sounds for a CVC word.</li> </ul>	<p>Children will learn:</p> <ul style="list-style-type: none"> <li>• To use clearly identifiable letters.</li> <li>• To form all letters of the alphabet.</li> <li>• To write VC/CVC words that can be read by themselves or others.</li> <li>• To spell some planet words</li> <li>• To write sentences that contain only the taught sound-letter correspondences.</li> </ul>	<p>Children will learn:</p> <ul style="list-style-type: none"> <li>• To write their first name and surname</li> <li>• To write initial sounds, CVC words, medial and last sounds and write a basic sentence.</li> <li>• To be able to read what they have written.</li> <li>• To spell HFW.</li> <li>• To write sentences having sufficient knowledge of letter-sound correspondences.</li> </ul>	<p>Children will learn:</p> <ul style="list-style-type: none"> <li>• To write recognisable letters, most of which are correctly formed.</li> <li>• To spell words by identifying sounds in them and representing the sounds with a letter or letters.</li> <li>• To write simple phrases and sentences that can be read by others</li> </ul>	<p>Children will learn:</p> <ul style="list-style-type: none"> <li>• How to read and re-read their own writing to check it makes sense.</li> <li>• How to use the connective and.</li> <li>• To write all letters correctly, with clear ascenders and descenders.</li> <li>• To write words of more than one syllable.</li> </ul>

<p><b>Maths</b></p> <p><b>Number Numerical Pattern</b></p>	<p><b>Early Mathematical Experiences</b> Children will learn:</p> <ul style="list-style-type: none"> <li>•Classifying objects based on one attribute</li> <li>•Matching equal and unequal sets</li> <li>•Comparing objects and sets</li> <li>•Ordering objects and sets</li> </ul> <p><b>Pattern and early number</b> Children will learn:</p> <ul style="list-style-type: none"> <li>•Recognise, describe, copy and extend colour and size patterns</li> <li>•Count and represent the numbers 1 to 3</li> <li>•Estimate and check by counting</li> </ul>	<p><b>Numbers within 6</b> Children will learn:</p> <ul style="list-style-type: none"> <li>•Count up to six objects.</li> <li>•One more or one fewer</li> <li>•Order numbers 1 – 6</li> <li>•Conservation of numbers within six</li> </ul> <p><b>Addition and Subtraction within 6</b> Children will learn:</p> <ul style="list-style-type: none"> <li>•Explore zero</li> <li>•Explore addition and subtraction</li> </ul> <p><b>Measures</b> Children will learn:</p> <ul style="list-style-type: none"> <li>•Estimate, order compare, discuss and explore capacity, weight and lengths</li> </ul> <p><b>Shape and Sorting</b> Children will learn:</p> <ul style="list-style-type: none"> <li>•Describe, and sort 3- D shapes</li> <li>•Describe position accurately</li> </ul>	<p><b>Numbers within 10</b> Children will learn:</p> <ul style="list-style-type: none"> <li>•Count up to ten objects</li> <li>•Represent, order and explore numbers to ten</li> <li>•One more or fewer, one greater or less</li> </ul> <p><b>Calendar and time</b> Children will learn:</p> <ul style="list-style-type: none"> <li>•Days of the week, seasons</li> <li>•Sequence daily events</li> </ul> <p><b>Addition and Subtraction within 10</b> Children will learn:</p> <ul style="list-style-type: none"> <li>•Explore addition as counting on and subtraction as taking away</li> </ul> <p><b>Grouping and sharing</b> Children will learn:</p> <ul style="list-style-type: none"> <li>•Counting and sharing in equal groups</li> <li>•Grouping into fives and tens</li> <li>•Relationship between grouping and sharing</li> </ul>	<p><b>Number patterns within 15</b> Children will learn:</p> <ul style="list-style-type: none"> <li>•Count up to 15 objects and recognise different representations</li> <li>•Order and explore number patterns to 15</li> <li>•One more or fewer</li> </ul> <p><b>Doubling and halving</b> Children will learn:</p> <ul style="list-style-type: none"> <li>•Doubling and halving</li> <li>•Relationship between doubling and halving</li> </ul> <p><b>Shape and pattern</b> Children will learn:</p> <ul style="list-style-type: none"> <li>•Describe and sort 2-D and 3-D shapes</li> <li>•Recognise, complete and create patterns</li> </ul>	<p><b>Securing addition and subtraction facts</b> Children will learn:</p> <ul style="list-style-type: none"> <li>•Commutativity</li> <li>•Explore addition and subtraction</li> <li>•Compare two amounts</li> </ul> <p><b>Number patterns within 20</b> Children will learn:</p> <ul style="list-style-type: none"> <li>•Count up to 10 and beyond with objects</li> <li>•Represent, compare and explore numbers to 20</li> <li>•One more or fewer</li> </ul> <p><b>Number patterns beyond 20</b> Children will learn:</p> <ul style="list-style-type: none"> <li>•One more one less</li> <li>•Estimate and count</li> <li>•Grouping and sharing</li> </ul>	<p><b>Money</b> Children will learn:</p> <ul style="list-style-type: none"> <li>•Coin recognition and values</li> <li>•Combinations to total 20p</li> <li>•Change from 10p</li> </ul> <p><b>Measures</b> Children will learn:</p> <ul style="list-style-type: none"> <li>•Describe capacities</li> <li>•Compare volumes</li> <li>•Compare weights</li> <li>•Estimate, compare and order lengths</li> </ul> <p><b>Exploration of patterns within number</b> Children will learn:</p> <ul style="list-style-type: none"> <li>•Explore numbers and strategies</li> <li>•Recognise and extend patterns</li> <li>•Apply number, shape and measures knowledge</li> <li>•Count forwards and backward</li> </ul>
<p><b>Understanding the World (People, Culture and Communities)</b></p>	 <p>Children will learn:</p> <ul style="list-style-type: none"> <li>• To describe the immediate environment, using new vocabulary where appropriate.</li> <li>• To know the name of the road, and town that school is located in.</li> </ul>	 <p>Children will learn:</p> <ul style="list-style-type: none"> <li>• To explain how children's lives in other countries may be similar or different in terms of how they travel to school, what they eat, where they live.</li> </ul>	 <p>Children will learn:</p> <ul style="list-style-type: none"> <li>• To use non-fiction texts to gain an insight into contrasting environments.</li> <li>• How to use relevant, specific vocabulary to describe contrasting locations.</li> </ul>	 <p>Children will learn:</p> <ul style="list-style-type: none"> <li>• Some similarities and differences between different cultural communities in this country.</li> <li>• To draw upon their own experiences and what has been read in class.</li> </ul>	 <p>Children will learn:</p> <ul style="list-style-type: none"> <li>• How to use images, video clips, shared texts and other resources to bring the wider world into the classroom.</li> </ul>	 <p>Children will learn:</p> <ul style="list-style-type: none"> <li>• To use aerial views of the school setting, commenting on what they notice, recognising buildings, open space, roads and other simple features.</li> <li>• To draw simple maps of their immediate environment, or maps from imaginary story settings they are familiar with.</li> </ul>
<p><b>Understanding the World (Past and Present)</b></p>	 <p>Children will learn:</p> <ul style="list-style-type: none"> <li>• To share texts, images, and tell oral stories to develop an understanding of the past and present.</li> <li>• To share pictures of their family and listen to what they say about the pictures.</li> </ul>	 <p>Children will learn:</p> <ul style="list-style-type: none"> <li>• Fictional and non-fictional characters from a range of cultures and times in storytelling.</li> <li>• To recognise special times and events of family.</li> <li>• When their birthday is.</li> </ul>	 <p>Children will learn:</p> <ul style="list-style-type: none"> <li>• To share texts, images, and stories to develop an understanding of the past and present.</li> <li>• The history of the bookmark from Victorian times versus modern-day styles.</li> </ul>	 <p>Children will learn:</p> <ul style="list-style-type: none"> <li>• To listen to what children say about their own experiences with people who are familiar to them.</li> </ul>	 <p>Children will learn:</p> <ul style="list-style-type: none"> <li>• To organise events using basic chronology, recognising that things happened before they were born.</li> <li>• To use pictures, stories, artefacts and accounts from the past to explain similarities and differences.</li> </ul>	 <p>Children will learn:</p> <ul style="list-style-type: none"> <li>• How to use images of familiar situations in the past, such as homes, schools, and transport.</li> </ul>

<p><b>Understanding the World (The Natural World)</b></p>	 <p>Children will learn:</p> <ul style="list-style-type: none"> <li>To use the vocabulary needed to name specific natural features of the world.</li> <li>To share and use non-fiction texts that offer an insight into contrasting environments.</li> <li>How to explore their senses.</li> </ul>	 <p>Children will learn:</p> <ul style="list-style-type: none"> <li>To interact with natural processes, such as ice melting.</li> <li>What waterproof materials are.</li> <li>How to design a boat.</li> <li>How to create and test a boat.</li> <li>Will interact with natural processes, such as a boat floating on water.</li> <li>Will observe and interact with sound causing a vibration.</li> <li>Will observe and interact magnets attracting an object.</li> </ul>	 <p>Children will learn:</p> <ul style="list-style-type: none"> <li>To name and describe some plants and animals.</li> <li>To recognise familiar plants and animals whilst outside.</li> <li>How plants grow.</li> </ul>	 <p>Children will learn:</p> <ul style="list-style-type: none"> <li>How we care for the natural world around us.</li> <li>How to draw pictures of the natural world, including animals and plants.</li> <li>All about different Life Cycles.</li> </ul>	 <p>Children will learn:</p> <ul style="list-style-type: none"> <li>How light travels through transparent material and an object casting a shadow.</li> <li>How the seasons change, talking about the weather and seasonal features.</li> <li>How to use images and texts to learn about the changing seasons.</li> </ul>	 <p>Children will learn:</p> <ul style="list-style-type: none"> <li>How to communicate their understanding of their own environment and contrasting environments through conversation and in play.</li> </ul>
<p><b>Expressive Art and Design (Creating with Materials)</b></p>	<p><b>Drawing: Marvellous marks</b> Children will learn:</p> <ul style="list-style-type: none"> <li>To mark make through using different drawing materials.</li> <li>To draw from observation using faces and self-portraits as a stimulus.</li> </ul> <p><b>Seasonal Craft: Autumn Craft – Nature Wreaths</b></p> <p><b>Autumn – Hibernation Boxes</b></p>	<p><b>Cooking and Nutrition: Making Soup</b> Children will learn:</p> <ul style="list-style-type: none"> <li>To explore the differences between fruits and vegetables using their senses (taste, texture, smell etc.).</li> <li>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.</li> </ul> <p><b>Seasonal Craft: Christmas Craft – Salt Dough tree decorations</b></p> <p><b>Christmas – Sliding Santa Chimneys</b></p>	<p><b>Structures: Junk Modelling</b> Children will learn:</p> <ul style="list-style-type: none"> <li>To explore and learn about various types of permanent and temporary joins.</li> <li>To be encouraged to tinker using a combination of materials and joining techniques in the junk modelling area.</li> </ul> <p><b>Seasonal Craft: Winter Craft Threaded Snowflakes</b></p> <p><b>Spring – Flower Threading</b></p>	<p><b>Sculpture and 3D: Creation station</b> Children will learn:</p> <ul style="list-style-type: none"> <li>To exploring the sculptural qualities of malleable materials and natural objects.</li> <li>To develop the use of tools and joining techniques</li> <li>To design and make clay animal sculptures.</li> </ul> <p><b>Seasonal Craft: Easter Craft – Egg Threading</b></p> <p><b>Easter – Hanging Egg Decoration</b></p>	<p><b>Craft and Design: Let's get crafty</b> Children will learn:</p> <ul style="list-style-type: none"> <li>To develop cutting, threading, joining and folding skills through fun, creative craft projects.</li> </ul> <p><b>Seasonal Craft: Spring Craft - Petal Mandala Sun Catchers</b></p> <p><b>Summer- Designing a Rainbow Salad</b></p>	<p><b>Painting and mixed media: Paint My World</b> Children will learn:</p> <ul style="list-style-type: none"> <li>To explore paint and painting techniques through nature, music and collaborative work.</li> <li>To develop creativity through child-led exploration of mixed-media, making collages and transient art.</li> </ul> <p><b>Seasonal Craft: Summer Craft – Salt Painting</b></p> <p><b>Summer- Making a Rainbow Salad</b></p>
<p><b>Expressive Art and Design (Being Imaginative)</b></p>	<p><b>Exploring Sound</b> Children will learn:</p> <ul style="list-style-type: none"> <li>-vocal sounds</li> <li>-body sounds</li> <li>-instrumental sounds</li> <li>-environmental sounds</li> <li>-nature sounds</li> </ul>	<p><b>Celebration music</b> Children will learn:</p> <ul style="list-style-type: none"> <li>-Diwali music</li> <li>-Hanukkah music</li> <li>-Kwanza music</li> <li>-Traditional Christmas music</li> <li>-Christmas action songs</li> </ul>	<p><b>Musical Stories</b> Children will learn:</p> <ul style="list-style-type: none"> <li>-moving to music</li> <li>-using instruments to represent characters</li> <li>-storytelling with actions</li> <li>-using instruments to represent actions</li> <li>-musical story composition</li> <li>-musical story performance</li> </ul>	<p><b>Big Band</b> Children will learn:</p> <ul style="list-style-type: none"> <li>-what makes an instrument</li> <li>-introduction to orchestra</li> <li>-follow the beat</li> <li>-tuned and un tuned instruments</li> <li>-big band performance</li> </ul>	<p><b>Music and Movement</b> Children will learn:</p> <ul style="list-style-type: none"> <li>-action songs</li> <li>-finding the beat</li> <li>-exploring tempo</li> <li>-exploring tempo and pitch through dance</li> <li>-music and movement performance</li> </ul>	<p><b>Transport</b> Children will learn:</p> <ul style="list-style-type: none"> <li>-exploring different types of transport</li> <li>-trains</li> <li>-boats</li> <li>-cars</li> <li>-transport journeys</li> </ul>
<p><b>Physical Development (Fine Motor)</b></p>	<p>Children will learn:</p> <ul style="list-style-type: none"> <li>To use a dominant hand.</li> <li>To begin to know how to use scissors effectively.</li> <li>To trace anticlockwise movement and retrace an assortment of lines.</li> </ul>	<p>Children will learn:</p> <ul style="list-style-type: none"> <li>Continuously check the process of children's handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed.</li> <li>Encourage preference for a dominant hand.</li> <li>To begin to use a pencil effectively to form recognisable letters.</li> <li>Number formation.</li> </ul>	<p>Children will learn:</p> <ul style="list-style-type: none"> <li>Plan for regular repetition so that correct letter formation becomes automatic, efficient and fluent over time.</li> <li>handle tools, objects, construction and malleable materials safely and with increasing control.</li> </ul>	<p>Children will learn:</p> <ul style="list-style-type: none"> <li>To use a pencil effectively to form recognisable letters most of which are formed correctly.</li> </ul>	<p>Children will learn:</p> <ul style="list-style-type: none"> <li>To begin to show accuracy and care when drawing.</li> </ul>	<p>Children will learn:</p> <ul style="list-style-type: none"> <li>Hold a pencil effectively in preparation for fluent writing using the tripod grip in almost all cases.</li> </ul>

<b>Physical Development (Gross Motor)</b>	Children will learn: <ul style="list-style-type: none"> <li>To use climbing equipment safely and competently and know why it is important to handle different apparatus safely.</li> <li>To begin to negotiate space effectively.</li> </ul>	Children will learn: <ul style="list-style-type: none"> <li>To negotiate space effectively.</li> <li>To begin to use anti clock wise movement.</li> <li>To progress towards a more fluent style of moving, with developing control.</li> </ul>	Children will learn: <ul style="list-style-type: none"> <li>To further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</li> <li>To develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</li> </ul>	Children will learn: <ul style="list-style-type: none"> <li>To show good control and coordination in large and small movements.</li> <li>To combine different movements with ease and fluency.</li> </ul>	Children will learn: <ul style="list-style-type: none"> <li>To use assault courses outdoor to develop overall body strength, balance, coordination and agility and problem solving.</li> <li>To be able to balance and coordinate safely. Sports day.</li> </ul>	Children will learn: <ul style="list-style-type: none"> <li>To confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</li> </ul>
<b>Communication and Language (Listening, Attention and Understanding)</b>	Children will learn: <ul style="list-style-type: none"> <li>To listen to others 1:1 or in small groups when discussing themselves and others.</li> <li>To sing songs.</li> <li>The teaching sequence of RWI</li> <li>Active listening skills.</li> <li>To identify new vocabulary before planning activities.</li> </ul>	Children will learn: <ul style="list-style-type: none"> <li>To use modelled language.</li> <li>To talk about why things happen using new vocabulary learnt.</li> <li>To join in with listening activities and hearing sounds in words.</li> </ul>	Children will learn: <ul style="list-style-type: none"> <li>To listen to stories with attention and able to recall events and characters.</li> <li>To describe familiar texts with detail, using full sentences.</li> <li>To express their ideas and feelings about their experiences.</li> <li>Oral blending and segmenting.</li> <li>Echo reading</li> </ul>	Children will learn: <ul style="list-style-type: none"> <li>To be able to talk about different habitats.</li> <li>To name and sort a range of living things.</li> <li>To discuss and give facts.</li> </ul>	Children will learn: <ul style="list-style-type: none"> <li>To engage in meaningful conversations with others.</li> <li>To ask questions about familiar aspects of their environment and their learning.</li> <li>Past, present and future forms.</li> <li>'How' and 'Why' questions.</li> </ul>	Children will learn: <ul style="list-style-type: none"> <li>To research using a search engine.</li> <li>To talk about characters, setting and structure of stories using postcards/lists and letters.</li> <li>To confidently join in with listening activities.</li> </ul>
<b>Communication and Language (Speaking)</b>	Children will learn: <ul style="list-style-type: none"> <li>To use complete sentences in everyday talk.</li> <li>To build sentences using new vocabulary.</li> <li>To build upon their incidental talk.</li> <li>To answer open questions</li> <li>Accurate grammar such as past tense, plurals, complex sentences.</li> <li>To narrate events and actions.</li> <li>To discuss previous events.</li> <li>To extend their thinking.</li> </ul>					
<b>Personal, Social and Emotional Development (Self-Regulation)</b>	Children will learn: <ul style="list-style-type: none"> <li>School routines and expectations.</li> <li>To understand their own and others feelings through building sharing skills through planned and independent activities.</li> <li>To have the freedom to make mistakes.</li> <li>To follow instructions, with high levels of support when necessary.</li> <li>To express their feelings if they feel hurt or upset using descriptive vocabulary.</li> <li>To undertake specific activities that encourage talk about feelings and their opinions.</li> <li>To set own goals and how to achieve them.</li> <li>Strategies for staying calm in the face of frustration.</li> <li>How to take turns, wait politely, tidy up and so on.</li> </ul>					
<b>Personal, Social and Emotional Development (Managing Self)</b>	Children will learn: <ul style="list-style-type: none"> <li>To joining in and share experiences in circle times and independent provision activities.</li> <li>How to form special friendships through independent activities, phase stories and activities.</li> <li>Offer stay and play for parents and children to get the chance to interact in school</li> <li>To understand how to accept constructive support and recognition of their personal achievements.</li> <li>How to tell each other about their work and play and be reflective and to self-evaluate their own work.</li> <li>To develop problem-solving skills by talking through how they and others resolve a problem or difficulty. They will learn that mistakes are an important part of learning and going back is trial and error not failure.</li> <li>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.</li> <li>To use 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.</li> <li>Good hygiene, such as insisting on hand washing and sanitising before snack and lunchtime.</li> <li>To make decisions about healthy foods and the importance of eating plenty of fruits and vegetables.</li> <li>To develop good personal hygiene and be provided with regular reminders about thorough handwashing, toileting and oral hygiene.</li> <li>Oral hygiene and talk about what our teeth do and why we need to keep them healthy and what they can do at home to look after their teeth.</li> <li>To talk about their experiences of going to the dentist and what happens when they are there.</li> </ul>					
<b>Personal, Social and Emotional Development (Building Relationships)</b>	Children will learn: <ul style="list-style-type: none"> <li>To joining in and share experiences in circle times and independent provision activities.</li> <li>How to form special friendships through independent activities, phase stories and activities.</li> <li>Offer stay and play for parents and children to get the chance to interact in school</li> <li>To understand how to accept constructive support and recognition of their personal achievements.</li> <li>How to tell each other about their work and play and be reflective and to self-evaluate their own work.</li> <li>To develop problem-solving skills by talking through how they and others resolve a problem or difficulty. They will learn that mistakes are an important part of learning and going back is trial and error not failure.</li> <li>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.</li> <li>To use 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.</li> <li>Good hygiene, such as insisting on hand washing and sanitising before snack and lunchtime.</li> <li>To make decisions about healthy foods and the importance of eating plenty of fruits and vegetables.</li> <li>To develop good personal hygiene and be provided with regular reminders about thorough handwashing, toileting and oral hygiene.</li> <li>Oral hygiene and talk about what our teeth do and why we need to keep them healthy and what they can do at home to look after their teeth.</li> <li>To talk about their experiences of going to the dentist and what happens when they are there.</li> </ul>					

<b>RSE</b>	<b>Module 1: Created and Loved by God</b> Children will learn: To develop an understanding of the importance of valuing themselves as the basis for personal relationships.		<b>Module 2: Created to Love Others</b> Children will learn: 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.		<b>Module 3: Created to Live in Community</b> Children will learn: 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.	
	Handmade with love I am me Heads, Shoulders, knees and toes Ready Teddy?	I like, you like, we all like! All the Feelings! Let's get real Growing up	Role Model Who's who? You've got a friend in me Forever friends	What is the Internet? Playing Online Safe inside and out My body my rules	Feeling poorly People who help us	God is love Loving God, Loving others Me, You, Us
<b>Computing</b>	Children will learn: • iMake Algorithms– To understand that nursery rhymes involve a sequence • iMake Pixel Art – To decode simple digital images by colouring pixels • iCan Sequence – To sequence the steps to make a sandwich • iFind Patterns– To recognise and create simple patterns • iMake Music– To understand the devices can be used to record and play sound	Children will learn: • iTell Stories – To retell a classic tale • iMake Art – To identify and compare simple 2D shapes • iAm Logic – To recognise similarities and differences to sort objects • iCan Sort – To recognise similarities and differences	Children will learn: • iCan Play – To take turns when playing games • iMake Media – To understand that devices can be used to capture images • iCan Move – To develop basic mouse skills • iCan Turn – To programme a toy to move and make turns • iCan Animate – To create a simple animation using stop motion	Children will learn: • iCan Model – To compare real life and virtual situations • iCan Control – To sequence instructions and predict outcomes • iCan Direct – To give and follow simple instructions • iMake Videos – To use digital tools to record a video	Children will learn: • iMake Pictograms – To use pictograms to represent data • iStay Safe – To understand that the internet can be used to visit places and learn from • iSearch Online– To search digital content • iGuess beasts – To understand that information can be represented by codes • iCan Program – To give simple commands to a programmable toy	Children will learn: • iOrganise Data– To understand that objects can be used to represent data • iCan Surf – To understand that the world wide web can be used to find things by using search terms • iSend Mail – To understand that messages can be sent electronically over distances and that people can reply to them • iCan Report – To combine text and images • iCatch Aliens – To use iPad and augmented reality apps to find 'aliens' in the environment