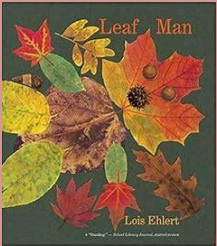
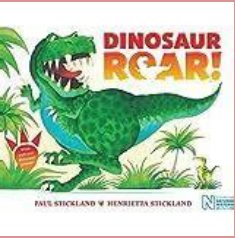
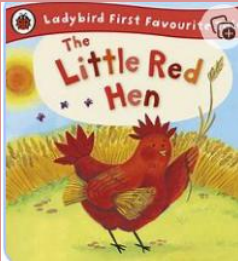
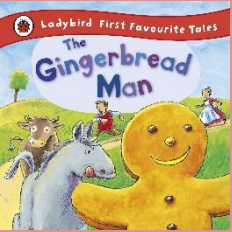
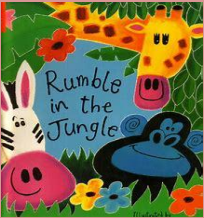


Year Group: FS2 Teacher: Miss Argent	Autumn 1 Autumn Animal Antics	Autumn 2 Winter Woodland	Spring 1 Stomp, chomp, ROAR! (Dinosaurs/Dragons/Reptiles)	Spring 2 Farm to fork	Summer 1 Once upon a time	Summer 2 Walk on the Wild Side
Characteristics of Effective Learning	Characteristics of Effective Learning Playing and exploring - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning. Active learning - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges, and learn persistence. Creating and thinking critically - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.					
Overarching Principles	Overarching Principles Unique Child: Every child is unique and has the potential to be resilient, capable, confident, and self-assured. Positive Relationships: Children flourish with warm, strong, and positive partnerships between all staff, parents, and carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community. Enabling environments: Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time. Learning and Development: Children develop and learn at different rates. We must be aware of children who need greater support than others. In EYFS we have overarching themes, but the planning is ongoing and may include spontaneous experiences and include other themes or ideas as they arise. We aim to provide a creative and engaging curriculum which is documented within our floor books. We know that children thrive when they are absorbed and interested in their learning and that Early Years education should be as hands on as possible. In EYFS, play is essential for children’s development across all areas and we aim to provide a supportive environment where the adults act as facilitators, offering continuous guidance and opportunities for children to take ownership of their learning.					
RE	Creation and Covenant	Prophecy and promise	Galilee to Jerusalem	Desert to garden	To the ends of the Earth	Dialogue and encounter
Literacy Comprehension	 Children will learn: • That text is read from left to right and top to bottom. • To listen to a story and comment on the events. • To name the characters from a familiar story. • To Listen to a story and comment on the events. • To seek and find their favourite book to share with an adult, with another child, or to look at alone. • To join in with the repeated refrains from a familiar story.	 Children will learn: • To begin to demonstrate understanding of what has been read. • To identify the characters and setting of a familiar book. • To use language from stories when discussing them. • To repeat words and phrases from familiar stories.	 Children will learn: • To anticipate, where appropriate, key events in stories. • To sequence a familiar story using images or objects. • To make a simple prediction based on the events of a story so far. • To use the language from a story within role play and discussions. • To answer questions about a text that has been read to them. • To predict what might happen next in a story.	 Children will learn: • To understand the difference between fiction and non-fiction. • To tell the story to another person using the book or images. • To answer questions about a text that has been read to them. • To predict what might happen next in a story. • To use modelled vocabulary during role play and in small world. • To requests favourite stories and poems.	 Children will learn: • To understand what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • To confidently ask and answer questions about key events in stories/poems/rhymes. • To demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.	 Children will learn: • To use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes, poems and during role-play. • To share a favourite book with a peer, retelling the story in their own way repeating known phrases from the text.
Literacy Word Reading	Children will learn: • To work out the word you say in sounds: for example, h-a-t > hat; • To recognises their own name, signs and logos. • To choose individual reading for pleasure books. • To develop their phonological awareness to spot rhymes in familiar stories and poems.	Children will learn: • To identify an object when given the initial sound. • To say the initial sound in a given word. • To clap the syllables in a word. • To blend sounds into words, so that they can read short words made up of known letter– sound correspondences. • To read CVC words containing known letter-sound correspondences.	Children will learn: • To say a sound for all set 1 sounds. • To be able to blend CVC words verbally. • To read key words. • To read words containing familiar letter groups: ‘that’, ‘shop’, ‘chin’, ‘feet’ ‘storm’, ‘night’. • To develop their phonological awareness to complete a rhyming string. • To use Fred fingers to identify how many sounds are in a word. • To recognise all taught Set 1 sounds including some digraphs. • To re-read phonetically decodable books to build up their confidence in word reading, their fluency and their understanding and enjoyment.	Children will learn: • Initial sounds, CVC words, medial and end sounds. • To read simple sentences containing known letter-sound correspondences containing 1 or 2 common exception words. • To blend sounds into words, so that they can read short words made up of known letter– sound correspondences.	Children will learn: • To read basic sentences independently. • To understand what has been read. • To read common HFW. • To read longer words made up of letter-sound correspondences they know: ‘rabbit’, ‘himself’, ‘jumping’. • To develop phonological awareness to recognise and use rhyme in daily conversation. • To identify words containing the same digraph or tri-graph e.g. ay- may, day, play. • To say a sound for each letter in the alphabet and at least 10 digraphs.	Children will learn: • To read words consistent with their phonic knowledge by sound-blending. • To read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Literacy Writing	Children will learn: • To write their name in a way that they or others can recognise. • To discuss the marks they make, e.g. “this is a car” • To write initial sounds • To form a sentence orally	Children will learn: • To write their name with correct formation. • To form some letters of the alphabet. • To write letters using a memorable phrase. • To memorise a sentence before writing by repeatedly saying it aloud. • To segment CVC words verbally. • To write the initial, end and middle sounds for a CVC word.	Children will learn: • To use clearly identifiable letters. • To form all letters of the alphabet. • To write VC/CVC words that can be read by themselves or others. • To spell some planet words • To write sentences that contain only the taught sound-letter correspondences.	Children will learn: • To write their first name and surname • To write initial sounds, CVC words, medial and last sounds and write a basic sentence. • To be able to read what they have written. • To spell HFW. • To write sentences having sufficient knowledge of letter-sound correspondences.	Children will learn: • To write recognisable letters, most of which are correctly formed. • To spell words by identifying sounds in them and representing the sounds with a letter or letters. • To write simple phrases and sentences that can be read by others	Children will learn: • How to read and re-read their own writing to check it makes sense. • How to use the connective and. • To write all letters correctly, with clear ascenders and descenders. • To write words of more than one syllable.
Maths Number Numerical Pattern	Early Mathematical Experiences Children will learn: •Classifying objects based on one attribute •Matching equal and unequal sets •Comparing objects and sets •Ordering objects and sets Pattern and early number Children will learn: •Recognise, describe, copy and extend colour and size patterns •Count and represent the numbers 1 to 3 •Estimate and check by counting	Numbers within 6 Children will learn: •Count up to six objects. •One more or one fewer •Order numbers 1 – 6 •Conservation of numbers within six Addition and Subtraction within 6 Children will learn: •Explore zero •Explore addition and subtraction Measures Children will learn: •Estimate, order compare, discuss and explore capacity, weight and lengths Shape and Sorting Children will learn: •Describe, and sort 3- D shapes •Describe position accurately	Numbers within 10 Children will learn: •Count up to ten objects •Represent, order and explore numbers to ten •One more or fewer, one greater or less Calendar and time Children will learn: •Days of the week, seasons •Sequence daily events Addition and Subtraction within 10 Children will learn: •Explore addition as counting on and subtraction as taking away Grouping and sharing Children will learn: •Counting and sharing in equal groups •Grouping into fives and tens •Relationship between grouping and sharing	Number patterns within 15 Children will learn: •Count up to 15 objects and recognise different representations •Order and explore number patterns to 15 •One more or fewer Doubling and halving Children will learn: •Doubling and halving •Relationship between doubling and halving Shape and pattern Children will learn: •Describe and sort 2-D and 3-D shapes •Recognise, complete and create patterns	Securing addition and subtraction facts Children will learn: •Commutativity •Explore addition and subtraction •Compare two amounts Number patterns within 20 Children will learn: •Count up to 10 and beyond with objects •Represent, compare and explore numbers to 20 •One more or fewer Number patterns beyond 20 Children will learn: •One more one less •Estimate and count •Grouping and sharing	Money Children will learn: •Coin recognition and values •Combinations to total 20p •Change from 10p Measures Children will learn: •Describe capacities •Compare volumes •Compare weights •Estimate, compare and order lengths Exploration of patterns within number Children will learn: •Explore numbers and strategies •Recognise and extend patterns •Apply number, shape and measures knowledge •Count forwards and backward
Maths meeting focus	Number Counting on and back within 10 Number bonds up to 5 One more and one fewer Numerical patterns Verbally count beyond 20, recognising the pattern of the counting system. Explore and represent patterns within 10. Start to identify odd and even within 10 Shape and Pattern Recognise, create and describe two-criteria patterns of colour or size Matching shapes that are the same Measures: Introduce comparative size Time Sequencing daily timetable Days of the week Months of the year	Number Counting on and back within 10 Number bonds up to 5 One more and one fewer Numerical patterns Verbally count beyond 20, recognising the pattern of the counting system. Explore and represent patterns within 10. Start to identify odd and even within 10 Shape and Pattern Recognise, create and describe two-criteria patterns of colour or size Matching shapes that are the same Measures: Introduce comparative size Time Sequencing daily timetable Days of the week Months of the year	Number Counting on and back within 20 Subitising within five One greater or one less within 10 Representing addition and subtraction within 10 on a ten frame Identifying the number of groups. Recall number bonds to 5 and some number bonds to 10 Numerical patterns Compare quantities up to 10 Explore evens and odds within numbers up to 10 Shape and Pattern Naming 3-D and 2-D shapes Time Days of the week; today, tomorrow and yesterday Months of the year Measures Ordering lengths Comparative vocabulary	Number Counting on and back within 20 Subitising within five One greater or one less within 10 Representing addition and subtraction within 10 on a ten frame Identifying the number of groups. Recall number bonds to 5 and some number bonds to 10 Numerical patterns Compare quantities up to 10 Explore evens and odds within numbers up to 10 Shape and Pattern Naming 3-D and 2-D shapes Time Days of the week; today, tomorrow and yesterday Months of the year Measures Ordering lengths Comparative vocabulary	Number Double and half numbers Counting using the abstraction principle and subitising Represent addition and subtraction within 10 Counting in twos, fives and tens Comparing two numbers using vocabulary greater and less Recall number bonds to 5 (and some to 10) Numerical patterns Verbally count beyond 20 Explore and represent double facts within numbers up to 10 Explore evens and odds within 10 Sharing quantities equally Shape and Pattern: Describe 3-D and 2-D shapes Measures: Comparing lengths, weights and capacities Time Introduce o'clock times	Number Double and half numbers Counting using the abstraction principle and subitising Represent addition and subtraction within 10 Counting in twos, fives and tens Comparing two numbers using vocabulary greater and less Recall number bonds to 5 (and some to 10) Numerical patterns Verbally count beyond 20 Explore and represent double facts within numbers up to 10 Explore evens and odds within 10 Sharing quantities equally Shape and Pattern: Describe 3-D and 2-D shapes Measures: Comparing lengths, weights and capacities Time Introduce o'clock times

Understanding the World (People, Culture and Communities)



Children will learn:

- To develop an understanding of their immediate environment and the places that are important to them, using new vocabulary where appropriate.
- To learn the name of their school and talk about familiar places within their surroundings.
- To explore the school grounds and local environment, noticing features and changes around them.
- To talk about the people, places and communities that are part of their everyday lives.
- To draw simple maps of their immediate environment, or maps from imaginary story settings they are familiar with.



Children will learn:

- To talk about members of their immediate family and community.
- To understand that some places are special to members of their community.
- To recognise that people have different beliefs and celebrate special times in different ways.
- To discover different traditions, customs and celebrations through stories, photographs, music and activities.
- To talk about similarities and differences between celebrations and how families and communities may celebrate in different ways.
- To recognise some environments that are different to the one in which they live (Arctic/winter).



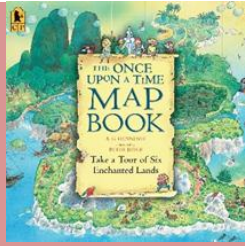
Children will learn:

- To use non-fiction texts to gain an insight into contrasting environments.
- How to use relevant, specific vocabulary to describe contrasting locations.
- To explore how Chinese New Year is celebrated.
- To discover different traditions, customs and celebrations through stories, photographs, music, dance, food and creative activities.
- To talk about the similarities and differences between Chinese New Year celebrations and other celebrations they know about.
- To develop an understanding that people have different cultures, traditions and ways of celebrating important events.



Children will learn:

- To understand that there are different environments, including towns and the countryside.
- To explore and talk about the features of different environments through photographs, stories, walks and real-life experiences.
- To recognise some environments that are different to the one in which they live.
- To explore the people, buildings, animals and natural features found in towns and rural areas.
- To use new vocabulary to describe different environments and share their observations.
- To develop an understanding of how people and animals live in different places around the world.



Children will learn:

- To explore and talk about different places and settings found in fairy tales, such as castles, forests, villages and cottages.
- To begin to understand that people live in different types of places and communities.
- To compare familiar places in their own lives with those seen in fairy tales, stories and photographs.
- To discuss some similarities and differences between different cultural communities in this country.
- To recognise some environments that are different to the one in which they live.
- To use maps, photographs and story settings to develop an understanding of places and where things are located.



Children will learn:

- To begin to understand that there are different countries in the world and that people live in different ways.
- To explore the jungle as a contrasting environment through stories, photographs, videos and role play.
- To explore different cultures, traditions and ways of life through books, music, food and celebrations.
- 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.
- To recognise some environments that are different to the one in which they live.

Understanding the World (Past and Present)



Children will learn:

- To talk about members of their immediate family and community.
- To name and describe people who are familiar to them.
- To share and talk about photos of our families and pets.
- To share past experiences and special places they have been with their family.
- To listen to stories about different families.
- To learn that there are different occupations.
- To learn about people who help us.



Children will learn:

- To share past and present experiences of festivals: Bonfire night, Christmas.
- To talk about special times in their lives: birthdays and family celebrations or festivals.
- To explore how toys in Christmas stockings today are different to those in the past.
- To comment on images of familiar situations in the past.
- To compare and contrast characters from stories, including figures from the past.



Children will learn:

- To begin to understand that dinosaurs lived a long time ago and are now extinct.
- To explore the past through dinosaur fossils, stories, photographs and artefacts.
- To talk about how life was different in the past compared with today.
- To comment on images of familiar situations in the past.
- To compare and contrast characters from stories, including figures from the past.



Children will learn:

- To explore how farming has changed over time by looking at old and new tools, machines and transport used by farmers through stories, pictures and photographs.
- To begin to understand how machines help people in their jobs and how farming today is different from farming in the past.
- To talk about the lives of the people around them and their roles in society.



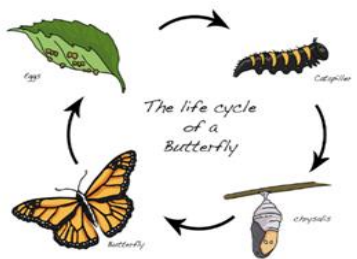
Children will learn:

- To explore and talk about different types of homes and the people who live in them.
- To understand that homes can look different and may be found in different places around the world.
- To explore a range of homes, including houses, flats, caravans, boats and unusual homes such as castles.
- To notice similarities and differences between their own homes and those they see in books, photographs and real-life experiences.
- To develop an understanding that families live in different ways and that every home is unique.
- To compare and contrast characters from stories, including figures from the past.



Children will learn to:

- To begin to make sense of their own life story by exploring how they have grown and changed over time.
- To comment on images of familiar situations in the past by sharing and talking about their baby photos and comparing to photos of them now.
- To share memories and talk about special moments and experiences from their lives.
- To notice similarities and differences between themselves as babies and themselves now.
- To understand that people change and grow over time.
- To continue to look at images of familiar situations in the past, such as homes, schools, and transport.

Understanding the World (The Natural World)	 Children will learn: • To explore and use all of their senses to investigate the world around them. • To explore autumn treasures using sight, touch, smell and sound. • To collect, investigate and compare a range of natural materials during outdoor walks. • To develop curiosity by observing, describing and talking about seasonal changes and the natural environment. • To use the vocabulary needed to name specific natural features of the world. • To share and use non-fiction texts that offer an insight into contrasting environments.	 Children will learn: • To explore and talk about the forces they can feel, such as pushes and pulls, magnets, wind and gravity through play and investigation. • To explore and compare different materials, describing what they notice. • To observe and talk about changes in materials, including melting, freezing and mixing. • To explore how everyday objects work by investigating cause and effect and how things move.	 Children will learn: • To explore and observe seasonal changes during winter walks. • To talk about what they see, hear and feel in the outdoor environment. • To compare the natural world in autumn and winter, noticing changes to trees, plants and the weather. • To explore ice and frost, observing how materials change in cold weather.	 Children will learn: • To learn about how we care for the natural world around us. • To explore the key stages in the life cycles of a chicken and a caterpillar. • To observe and talk about how living things grow and change over time. • To begin to understand the importance of respecting and caring for the natural environment and all living things.	 Children will learn: • To plant seeds, care for growing plants and observe how they change over time. • To develop an understanding of the simple life cycle of a plant, learning what plants need to grow and survive, including water, sunlight, warmth and soil. • Through practical, hands-on experiences, children will learn to respect and care for the natural environment.	 Children will learn: • To explore and talk about the natural world through the theme of the jungle. • To identify and describe some jungle animals noticing similarities and differences. • To observe, ask questions and talk about what they notice, developing curiosity about the natural world. • To communicate their understanding of their own environment and contrasting environments through conversation and in play.
	Expressive Art and Design (Creating with Materials) Children will learn: • To mark make through using different drawing materials. • To draw from observation using faces and self-portraits as a stimulus. Seasonal Craft: Autumn Craft – Nature Wreaths Autumn – Hibernation Boxes	Structures: Boats Children will learn: • To investigate the properties of materials through water play to discover which materials are waterproof and whether they float or sink. • To evaluate different boats before applying their understanding to design and make a boat that is waterproof and able to float. Seasonal Craft: Christmas Craft – Salt Dough tree decorations Christmas – Sliding Santa Chimneys	Structures: Junk Modelling Children will learn: • 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. Seasonal Craft: Winter Craft Threaded Snowflakes Spring – Flower Threading	Sculpture and 3D: Creation station Children will learn: • 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. Seasonal Craft: Easter Craft – Egg Threading Easter – Hanging Egg Decoration	Textiles: Bookmarks • To develop fine motor skills through a range of threading activities before moving on to use a binka and a needle. • To design bookmarks, considering what to include and why, then follow their designs to complete them. Seasonal Craft: Spring Craft - Petal Mandala Sun Catchers Summer- Design and make a Rainbow Salad	Painting and mixed media: Paint My World Children will learn: • 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. Seasonal Craft: Summer Craft – Salt Painting
	Expressive Art and Design (Being Imaginative) Children will learn: • To explore how to use our voice and bodies to make sounds. • To experiment with tempo and dynamic when playing instruments and identifying sounds in the environment.	Celebration music Children will learn: -Diwali music -Hanukkah music -Kwanza music -Traditional Christmas music -Christmas action songs	Music and movement Children will learn: • To create simple actions to well-known songs. • To learn how to move to a beat and express feelings and emotions through movement to music.		Big Band Children will learn: To explore what makes a musical instrument and how instruments are grouped into different families. To develop their sense of beat using untuned percussion instruments before performing a song to a small audience.	
	Physical Development (Fine Motor) Children will learn: • To use a dominant hand. • To begin to know how to use scissors effectively. • To trace anticlockwise movement and retrace an assortment of lines.	Children will learn: • Continuously check the process of children’s handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed. •Encourage preference for a dominant hand. • To begin to use a pencil effectively to form recognisable letters.	Children will learn: • Plan for regular repetition so that correct letter formation becomes automatic, efficient and fluent over time. • handle tools, objects, construction and malleable materials safely and with increasing control.	Children will learn: • To use a pencil effectively to form recognisable letters most of which are formed correctly.	Children will learn: • To begin to show accuracy and care when drawing.	Children will learn: • Hold a pencil effectively in preparation for fluent writing using the tripod grip in almost all cases.

		• Number formation.				
Physical Development (Gross Motor)	Introduction to PE Children will learn: • To make independent choices. • To negotiate space safely with consideration for myself and others. • To follow instructions involving several ideas or actions. • To play co-operatively and take turns with others. • To understand the rules and explain why it is important to follow them. • To use movement skills with developing balance and co-ordination.	Fundamentals Children will learn: • To confidently try new challenges, deciding on the skills to use to complete the task. • To negotiate space safely with consideration for myself and others. • To follow instructions involving several ideas or actions. • To play co-operatively, take turns and congratulate others. • To play games honestly with consideration of the rules. • To show an understanding of my feelings and can regulate my behaviour. • To use movement skills with developing balance and co-ordination.	Dance Children will learn: • To confidently try new challenges and perform in front of others and combine movements, selecting actions in response to the task. • To negotiate space safely with consideration for myself and others. • To follow instructions involving several ideas or actions. • To show respect towards others when providing feedback. • To use movement skills with developing strength, balance and co-ordination showing increasing control and grace.	Gymnastics Children will learn: • To confidently to try new challenges. • To combine movements, selecting actions in response to the task and apparatus. • To confidently and safely use a range of large and small apparatus. • To negotiate space safely with consideration for myself and others. • To follow instructions involving several ideas or actions. • To use movement skills with developing strength, balance and co-ordination showing increasing control and grace. • To work co-operatively with others and take turns.	Balls Skills Children will learn: • To negotiate space safely with consideration for myself and others. • To follow instructions involving several ideas or actions. • To persevere when trying new challenges. • To play ball games with consideration of the rules. • To play co-operatively and take turns with others. • To use ball skills with developing competence and accuracy.	Games Children will learn: • To negotiate space safely with consideration for myself and others. • To follow instructions involving several ideas or actions. • To play co-operatively, take turns and encourage others. • To play games honestly with consideration of the rules. • To show an understanding of my feelings and can regulate my behaviour. • To use ball skills with developing competence and accuracy. • To use movement skills with developing balance and co-ordination.
Communication and Language (Listening, Attention and Understanding)	Children will learn: • To listen to others 1:1 or in small groups when discussing themselves and others. • To sing songs. • The teaching sequence of RWI • Active listening skills. • To identify new vocabulary before planning activities.	Children will learn: • To use modelled language. • To talk about why things happen using new vocabulary learnt. • To join in with listening activities and hearing sounds in words.	Children will learn: • To listen to stories with attention and able to recall events and characters. • To describe familiar texts with detail, using full sentences. • To express their ideas and feelings about their experiences. • Oral blending and segmenting. • Echo reading	Children will learn: • To be able to talk about different habitats. • To name and sort a range of living things. • To discuss and give facts.	Children will learn: • To engage in meaningful conversations with others. • To ask questions about familiar aspects of their environment and their learning. • Past, present and future forms. • ‘How’ and ‘Why’ questions.	Children will learn: • To research using a search engine. • To talk about characters, setting and structure of stories using postcards/lists and letters. • To confidently join in with listening activities.
Communication and Language (Speaking)	Children will learn: • To use complete sentences in everyday talk. • To build sentences using new vocabulary. • To build upon their incidental talk. • To answer open questions • Accurate grammar such as past tense, plurals, complex sentences. • To narrate events and actions. • To discuss previous events. • To extend their thinking.					
Personal, Social and Emotional Development (Self-Regulation)	Children will learn: • School routines and expectations. • To understand their own and others feelings through building sharing skills through planned and independent activities. • To have the freedom to make mistakes. • To follow instructions, with high levels of support when necessary. • To express their feelings if they feel hurt or upset using descriptive vocabulary. • To undertake specific activities that encourage talk about feelings and their opinions. • To set own goals and how to achieve them. • Strategies for staying calm in the face of frustration. • How to take turns, wait politely, tidy up and so on.					
Personal, Social and Emotional Development (Managing Self)	Children will learn: • To joining in and share experiences in circle times and independent provision activities. • How to form 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 • To understand how to accept constructive support and recognition of their personal achievements. • How to tell each other about their work and play and be reflective and to self-evaluate their own work. • 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. • 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. • 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. • Good hygiene, such as insisting on hand washing and sanitising before snack and lunchtime. • To make decisions about healthy foods and the importance of eating plenty of fruits and vegetables. • To develop good personal hygiene and be provided with regular reminders about thorough handwashing, toileting and oral hygiene. • 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. • To talk about their experiences of going to the dentist and what happens when they are there.					

Personal, Social and Emotional Development (Building Relationships)	Children will learn: To joining in and share experiences in circle times and independent provision activities. • How to form 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 • To understand how to accept constructive support and recognition of their personal achievements. • How to tell each other about their work and play and be reflective and to self-evaluate their own work. • 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. • 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. • 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. • Good hygiene, such as insisting on hand washing and sanitising before snack and lunchtime. • To make decisions about healthy foods and the importance of eating plenty of fruits and vegetables. • To develop good personal hygiene and be provided with regular reminders about thorough handwashing, toileting and oral hygiene. • 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. • To talk about their experiences of going to the dentist and what happens when they are there.					
	RSE Module 1: Created and Loved by God Children will learn: To develop an understanding of the importance of valuing themselves as the basis for personal relationships. Module 2: Created to Love Others 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. Module 3: Created to Live in Community 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? Classroom shorts: • Do you know...how to talk about your body and health? • Do you know...how to brush your teeth?	• 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 Classroom Shorts: • Do you know...how to ask for help?	• 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
Computing	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
Enrichment	A trip around school Autumn Trail Dentist Visit – Dental Hygiene	Visit from the fire brigade Nursery Rhyme Week Remembrance Day Diwali Celebrations Christmas Jumper Day Nativity	Winter Walk Shrove Tuesday Chinese New Year Celebrations Safer Internet Day	Signs of Spring Mother's Day Celebration Easter World Book Day	Farm Visit Growing fruit and vegetables	Transition Sports Day