

Religious Education

Focus:

- To hear Bible recounts and narratives
- Listen to and respond to the Bible
- Reflect quietly

Catholic Social Teaching

- To be able to share that God made them and loves them very much
- To show their love for each other
- To thank God for loving us

RSE: Life to the Full

- To talk about how we are unique, with individual gifts, talents and skills
- To recognise whilst we all have similarities because we are made in God's image, difference is part of God's plan
- To talk about that their bodies are good and made by God
- To name parts of the body (not genitalia)
- To know how we need to look after our bodies
- To begin to know what constitutes a healthy lifestyle, including exercise, diet, sleep and personal hygiene

Mathematics:

ELG – Number

- find, subitise and represent numerals 1,2 and 3
- understand and explore 1 more
- understand and explore 1 less
- composition of 1,2 and 3

ELG - Numerical Patterns

- Match objects
- Match pictures and objects
- Identify sets
- sort objects to a type
- explore sorting techniques
- explore, copy, continue and create simple patterns
- compare size, mass and capacity

Personal, Social and Emotional Development

Self-Regulation:

- To recognise different emotions.
- To understand how people show emotions
- To focus during short whole class activities
- To follow one-step instructions

Managing self:

- To wash hands independently
- To put coat and socks on independently
- To explore different areas within the environment
- To hold a knife and fork correctly.
- To use a knife and fork correctly.

Building Relationships:

- To seek support of adults when needed
- To gain confidence to speak to peers and adults

British Values:

- Understand that we all have a voice
- I can express my opinion
- I can listen to others point of view
- I can begin to work in a team
- I can make choices

Expressive Arts and Design

Music (Charanga)

Focus:

- To sing and perform nursery rhymes
- To join in with whole school Liturgical Prayer and Singing Assemblies
- To experiment with different instruments and their sounds
- To talk about whether they like or dislike a piece of music

Art and Design:

- To name colours
- To experiment with mixing colours
- To create simple representations of people and objects
- To draw and colour with pencils and crayons
- To role play using given props and costumes
- To explore different techniques for joining materials (Glue Stick)
- To know how to work safely and hygienically
- To use non-statutory measures (spoons, cups)
- To use some cooking techniques (spreading, cutting) – Sandwiches

Text Books:

- The Little Red Hen
- Colour Monster
- We're Going On A Bear Hunt
- Giraffes Can't Dance
- My book about the seasons
- I don't want to be small

Term 1: How am I Unique?

Outdoor Learning: Themes:

The natural world

- To ask questions about the natural environment.
- To respect and care for the natural environments

Physical Development

Gross Motor Skills:

- To move safely in a space
- To stop safely
- To develop control when using equipment
- To follow a path and take turns
- To work co-operatively with a partner

Fine Motor Skills

- To use a dominant hand
- To begin to use a tripod grip when using mark making tools
- To use tweezers to transfer objects
- To begin to copy letters
- To hold scissors correctly
- Begin to independently use a knife, fork and spoon to eat a range of meals

Understanding the World

History

ELG –Past and Present

- To know about their own life-story
- To know how I have changed
- To understand and use the words 'past' and 'now'
- To describe objects, people or events from the past
- To find out about the past using a variety of different sources (stories, books, internet)
- To ask and answer questions about the past
- To tell/recount stories about the past

Geography

- Ask questions
- Describe what they see, hear and feel whilst outside.
- To have and express an opinion about places, people and environments

People, Culture and Community

- To know about family structures and talk about who is part of their family
- To identify similarities and differences between themselves and peers.

Science

- To identify seasonal and daily weather in the United Kingdom
- To recognise changes in the environment

Technology

- To show an interest in technological toys such as IWB, iPads, toys with knobs, pulleys and buttons
- To learn what E-Safety means

Communication and Language

Listening, attention and communication:

- To understand how to listen carefully
- To understand why listening is important
- To be able to follow directions

Speaking:

- To talk in front of a small group

English:

Phonics: Sounds Write – Initial Code

Unit 1 (2 weeks) – a/i/m/s/t

High Frequency Words - an/a

Unit 2 (2 weeks) – n/o/p

High Frequency Words - is, a

Unit 3 (2 weeks) – b/c/g/h

High Frequency Words – the, I

Focus: Talk For Writing

Text: *The Litt*

Reading:

Comprehension:

Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary

Anticipate – where appropriate – key events in stories

Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play

Writing:

To copy taught letters

To write initial sounds

To begin to write CVC words using taught sounds