

Religious Education

Focus: Galilee to Jerusalem
Listen to and talk about the stories of the visit of the Magi and the story of Jesus in the Temple

Talk about how the characters in these stories might have felt

Use a variety of ways to express the stories

Represent their own ideas about these stories in a variety of ways including role play and art

Write simple sentences about the stories they have heard

Decode the key religious words

Catholic Social Teaching

Solidarity and the Common Good.
The Dignity of Work.

RSE: Life to the Full

Module 3: Created to Live in Community

Unit 1: Religious Understanding

Session 1: God is Love

Session 2: Loving God, Loving

Others

Unit 2: Living in the Wider World

Session 1: Me, You, Us

Text Books:

The Little Ren Hen
The Jolly Postman
Rhyme Crime
Once There Were Giants
Ricky The Rock That
Couldn't Roll
Peter and the wolf
Doing the Animal Bop

Physical Development

Focus: Ball skills and
Bodily awareness
Control a ball in a range of
ways
Throw accurately at a
target
Use throwing skills in a
small sided game
Use a bat or racket to
move and control an object
Catch and bounce a ball
Kick a ball
Recognise the importance
of keeping healthy and
those things which
contribute to this
Recognise the changes that
happen to their bodies
when they are active

Outdoor

Learning:

Themes:

Music, Art and
Potions
Making music
Teeny magic
pot
Magic Trees
Pungent
Potions
Mudpie stew
Make a brush
Branch weaving
Threaded
mobiles
The God's eye
Weave
Natural colour
collection
Woodland
crowns
Jewellery
Name necklace

Mathematics:

Addition and subtraction (Introducing 0)
Addition and Subtraction (Number bonds to 5)
Number and place value (Numbers to 10)
Number and place value (Comparing groups of 10)

Development Matters:

Count objects, actions and sounds. Subitise, predict,
Explore the composition of numbers to 10, Understand the 'one
more than/one less than' relationship between consecutive
numbers, count beyond 10, compare numbers.
Explore mass and capacity

ELG – Number

Have a deep understanding of number to 10, including the
composition of each number
Subitise up to 5
Automatically recall (without reference to rhymes, counting or
other aids) number bonds up to 5 (including subtraction facts) and
some number bonds to 10 including double facts

ELG - Numerical Patterns

Verbally count beyond 20, recognising the pattern of the counting
system
Compare quantities up to 10 in different contexts, recognising
when one quantity is greater than, less than or the same as the
other quantity
Explore and represent patterns within numbers at 10, including
evens and odds, double facts and how quantities can be distributed
equally

**Personal, Social and Emotional
Development**

Me and My Relationships

ELG - Building Relationships

Work and play cooperatively and take turns
with others;

Form positive attachments to adults and
friendships with peers; Show sensitivity to
their own and to others' needs.

ELG - Self-Regulation

Show an understanding of their own feelings
and those of others, and begin to
regulate their behaviour accordingly;
Set and work towards simple goals, being
able to wait for what they want and
control their immediate impulses when
appropriate;

Give focused attention to what the teacher
says, responding appropriately even when
engaged in activity, and show an

ELG - Managing Self

Be confident to try new activities and show
independence, resilience and
perseverance in the face of challenge;
Explain the reasons for rules, know right
from wrong and try to behave accordingly

Expressive Arts and Design

Music (Charanga)

Focus: Unit 3 - Everyone!

Listen, appraise and appreciate music including music from another country.

Explore a range of musical vocabulary such as pulse, pitch

Development Matters:

Listen attentively, move to and talk about music, expressing their feelings and
responses.

Recognise some similarities and differences between life in this country and
life in other countries.

'Listen attentively, move to and talk about music, expressing their feelings
and responses.'

Listen carefully to rhymes and songs, paying attention to how they sound.
Use new vocabulary in different contexts.

GLD – Being Imaginative and Expressive

'Perform songs, rhymes, poems and stories with others, and – when
appropriate – try to move in time with music.'

ELG: Listening, Attention and Understanding

Listen attentively and respond to what they hear with relevant questions,
comments and actions... during whole class discussions and small group
interactions;

Make comments about what they have heard and ask questions

Focus: DT Materials and Construction (Making Puppets)

Theme: People Who Help Us

Follow procedures for safety and use a range of materials and components,
including construction materials and mechanical components
Measure, mark out, cut and shape materials and components

Term 3: Who are the People That Help Us Live a Healthy Lifestyle?

Understanding the World

History

Focus Talk about the lives of the people around them and their roles in society

Theme: *How have I changed since I was a baby?*

Development Matters

Name and describe people who are familiar to them

Talk about people that the children may have come across within their community, with

a focus on keeping healthy

Listen to what children say about their own experiences with people who are familiar to them.

Understand that some places are special to members of their community

ELG –Past and Present

Talk about the lives of the people around them and their roles in society

Geography

Focus: To identify & describe their environment and compare with other places in our world

Theme: Where we live

ELG: People, Culture and Community

Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps

Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;

Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

Science

Focus: Show curiosity about objects, events and people

Theme: *Healthy Lifestyles – Our bodies*

Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly.

Make healthy choices about food, drink, activity and toothbrushing.

Talk to children about the importance of eating healthily and brushing their teeth. Consider how to support oral health. For example, some settings use a toothbrushing programme.

Talk to children about why it's important to wash their hands carefully and throughout the day, including before they eat and after they've used the toilet.

English:

Phonics: Sounds Write – Initial Code

Unit 7 *x* for /k/s/, /y/ff/ll/ss/zz

High Frequency Words - all

Unit 8 All sounds/spelling correspondences covered previously - revisit using VCC and CVCC words

High Frequency Words – come, some

Unit 9 All sounds/spelling correspondences covered previously – revisit using CCVC words.

High Frequency Words - to

Focus: Talk For Writing

Text: The Little Red Hen

ELG - 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 **ELG - Reading**

Say a sound for each letter in the alphabet and at least 10 digraphs

Read words consistent with their phonic knowledge by sound-blending

Read aloud simple sentences and books that are consistent with their phonic knowledge, including some
common exception words.

ELG - Writing

Write recognisable letters, most of which are correctly formed

Spell words by identifying sounds in them and representing the sounds with a letter or letters