

<p style="text-align: center;"><u>Literacy</u></p> <p>Reading</p> <ul style="list-style-type: none"> Listening skills to include phonological awareness, rhymes and speech sounds To improve children's general listening skills and to make them aware of everyday sounds <ul style="list-style-type: none"> Recognise rhythm and rhyme Retelling a story and joining in with repeated refrains <p>Writing</p> <ul style="list-style-type: none"> Fine motor skills daily Giving meaning to marks they make <ul style="list-style-type: none"> Writing names 	<p style="text-align: center;"><u>Expressive Arts and Design</u></p> <ul style="list-style-type: none"> Develop storylines in play Watch and talk about dance and performance art, expressing their feelings and responses <ul style="list-style-type: none"> Exploring a range of artistic techniques - natural portraits Kapow – celebration music, Diwali music, Hannukah music, Kwanzaa music and Christmas music (moving into term 2) 	<p style="text-align: center;"><u>Understanding the World</u></p> <ul style="list-style-type: none"> Talk about members of their immediate family and community. <ul style="list-style-type: none"> Name and describe people who are familiar to them <ul style="list-style-type: none"> Map drawing and nature trails Kapow – celebration music, Diwali music, Hannukah music, Kwanzaa music and Christmas music (moving into term 2) 		
<p style="text-align: center;"><u>Mathematics</u></p> <ul style="list-style-type: none"> Matching, sorting, comparing amounts Comparing mass, size, and capacity <ul style="list-style-type: none"> Exploring pattern Representing, comparing, and composing 1,2 and 3 	<p style="text-align: center;"><u>Reception Term 1</u></p> <p style="text-align: center;">Key Texts –</p> <ul style="list-style-type: none"> We're going on a Bear Hunt by Michael Rosen and Helen Oxenbury <ul style="list-style-type: none"> Tanka Tanka Skunk by Steve Webb Little Red Riding Hood Traditional Tales 		<p style="text-align: center;"><u>Physical Development</u></p> <p>Gross Motor</p> <ul style="list-style-type: none"> BEAM assessments Develop overall body-strength, balance, co-ordination, and agility Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes <p>Fine Motor</p> <ul style="list-style-type: none"> Begin to show accuracy and care when drawing Develop their small motor skills so that they can use a range of tools competently, safely, and confidently. <ul style="list-style-type: none"> Writing patterns Continuous Fine Motor activities 	
<p style="text-align: center;"><u>Communication and Language</u></p> <ul style="list-style-type: none"> Listening skills and why listening is important – phase 1 phonic supported <ul style="list-style-type: none"> Develop social phrases, for example going to the toilet and manners <ul style="list-style-type: none"> Engage in story times Listen carefully to rhymes and learn songs – nursery rhymes 			<p style="text-align: center;"><u>Safeguarding</u></p> <ul style="list-style-type: none"> Home visits – Term 1 Week 1 Self-appreciation (circle time, PSHE) We are all valued (circle time, PSHE) <ul style="list-style-type: none"> Internet Safety 	
<p style="text-align: center;"><u>Personal, Social and Emotional Development</u></p> <ul style="list-style-type: none"> See themselves as an individual <ul style="list-style-type: none"> Build constructive and respectful relationships Show resilience and perseverance in the face of challenge Identify and moderate their own feelings socially and emotionally Manage their own needs - Personal hygiene (handwashing, going to the toilet, brushing teeth) Ten: Ten Module 1 Created and Loved by God, unit 2: Me, My Body, My Health, unit 3: Emotional Well-Being 	<p style="text-align: center;"><u>Fundamental British Values</u></p> <ul style="list-style-type: none"> We know that we are special (PSHE and RE) We understand right from wrong (golden rules) <ul style="list-style-type: none"> We listen to other people (golden rules) <ul style="list-style-type: none"> Golden Rules Book Vote 		<p style="text-align: center;"><u>RE</u></p> <ul style="list-style-type: none"> God's World Diwali (special days in different religions) 	<p style="text-align: center;"><u>Catholic Social Teaching</u></p> <p style="text-align: center;"><u>Peace</u></p> <p>Class rules, welcoming and beginning Reception, caring for each other</p>
<p style="text-align: center;"><u>Inspirational Figures</u></p> <p>Michael Rosen – author Yaa Asantewaa - musician Jesus</p>		<p style="text-align: center;"><u>Muddy Puddles</u></p> <ul style="list-style-type: none"> Portraits of family with natural materials Phonics Level 1 Nature Sounds 		

<p style="text-align: center;"><u>Literacy</u></p> <p>Reading</p> <ul style="list-style-type: none"> • Basic comprehension and answering how and why questions <ul style="list-style-type: none"> • Recognising individual Phase 2 sounds • Understanding that books are read from left to right <ul style="list-style-type: none"> • Blending known letter sounds • Retelling stories <p>Writing</p> <ul style="list-style-type: none"> • Drawing pictures with meaning and labelling with single sounds <ul style="list-style-type: none"> • Writing names • Capital letters in names • Forming single letter sounds 	<p style="text-align: center;"><u>Expressive Arts and Design</u></p> <ul style="list-style-type: none"> • Explore different materials freely <ul style="list-style-type: none"> • Explore colour mixing • Draw with increasing complexity <ul style="list-style-type: none"> • Music – singing for Christmas • Kapow – Traditional Christmas songs 	<p style="text-align: center;"><u>Understanding the World</u></p> <ul style="list-style-type: none"> • Map drawing • Diwali – making Divas and exploring light • Name and describe people who are familiar to them through painting families <ul style="list-style-type: none"> • Remembrance Day poppies and parade <ul style="list-style-type: none"> • Christmas • Rangoli Patterns 		
<p style="text-align: center;"><u>Mathematics</u></p> <ul style="list-style-type: none"> • Develop fast recognition of up to 3 objects, without having to count them individually ('subitising') • Recite numbers past 5. Say one number for each item in order: 1, 2,3,4,5. • Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle') <ul style="list-style-type: none"> • Show 'finger numbers' up to 5 • 2D shapes 	<p style="text-align: center;"><u>Reception Term 2</u></p> <p style="text-align: center;">Key texts -</p> <ul style="list-style-type: none"> • Coming to England by Floella Benjamin <ul style="list-style-type: none"> • The Naughty Bus by Jan Oke • Lost and Found by Oliver Jeffers 		<p style="text-align: center;"><u>Physical Development</u></p> <p>Gross Motor</p> <ul style="list-style-type: none"> • BEAM assessments • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor <ul style="list-style-type: none"> • Combine different movements with ease and fluency • Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions <p>Fine Motor</p> <ul style="list-style-type: none"> • Develop overall body-strength, balance, co-ordination and agility <ul style="list-style-type: none"> • Writing patterns • Continuous Fine Motor activities 	
<p style="text-align: center;"><u>Communication and Language</u></p> <ul style="list-style-type: none"> • Learn new vocabulary <ul style="list-style-type: none"> • Use new vocabulary through the day • Listening and attention outside of the classrooms 			<p style="text-align: center;"><u>Safeguarding</u></p> <ul style="list-style-type: none"> • Exploring my feelings and behavior (PSHE) <ul style="list-style-type: none"> • Internet Safety • Road safety – being a safe pedestrian 	
<p style="text-align: center;"><u>Personal, Social and Emotional Development</u></p> <ul style="list-style-type: none"> • See themselves as an individual <ul style="list-style-type: none"> • Build constructive and respectful relationships • Show resilience and perseverance in the face of challenge • Identify and moderate their own feelings socially and emotionally • Manage their own needs. - Personal hygiene (Term 1, 2, 3, 4, 5, and 6) • Ten:Ten Module 1 Created and Loved by God – unit 4: life cycles 	<p style="text-align: center;"><u>Fundamental British Values</u></p> <ul style="list-style-type: none"> • Tolerance through learning about Diwali <ul style="list-style-type: none"> • Exploring Christmas and Christianity • Mutual respect through story Coming to England <ul style="list-style-type: none"> • Golden Rules 		<p style="text-align: center;"><u>RE</u></p> <ul style="list-style-type: none"> • God's Family • Hanukah (special days in different religions) 	<p style="text-align: center;"><u>Catholic Social Teaching</u></p> <p style="text-align: center;"><u>Solidarity</u></p> <p>Discussion based around differences making unique and all welcome. Looking at different countries through story telling and uniting different cultures.</p> <p style="text-align: center;"><u>Preferential Option for the Poor</u></p> <p>Raising money for charity and cards for the elderly</p>
	<p style="text-align: center;"><u>Inspirational Figures</u></p> <p>Benjamin Zephaniah - poet Artemisia Gentileschi – painter Mary Mother of God Christopher Columbus – geographer</p>	<p style="text-align: center;"><u>Muddy Puddles</u></p> <ul style="list-style-type: none"> • Weather exploration (UTW & Lost and Found) • Maths counting objects & finding natural resources to match numbers 1-5 		

<p style="text-align: center;"><u>Literacy</u></p> <p>Reading skills</p> <ul style="list-style-type: none"> Recognising some Phase 2 tricky words <ul style="list-style-type: none"> Retelling stories in their own words Recognising and reading individual Phase 2 and 3 sounds Understanding new vocabulary highlighted by key texts <ul style="list-style-type: none"> Rhyme <p>Writing skills</p> <ul style="list-style-type: none"> Forming single letter sounds and digraphs <ul style="list-style-type: none"> Capital letters Finger spaces 	<p style="text-align: center;"><u>Expressive Arts and Design</u></p> <ul style="list-style-type: none"> Develop storylines in play Exploring a range of artistic techniques - natural portraits Return to and build on their previous learning, refining ideas and developing their ability to represent them <ul style="list-style-type: none"> Using tools and techniques competently and safely Create collaboratively, sharing ideas, resources, and skills Kapow – exploring sound, vocal sounds, body sounds, instrumental sounds, environmental sounds, and nature sounds (forest school) 	<p style="text-align: center;"><u>Understanding the World</u></p> <ul style="list-style-type: none"> Chinese New Year Valentine’s Day <ul style="list-style-type: none"> Understand that some places are special to members of their community <ul style="list-style-type: none"> Map drawing <ul style="list-style-type: none"> Describing what they see (floating and sinking) Looking for features in different environments Compare and contrast characters from stories, including figures from the past <ul style="list-style-type: none"> Sounds in the environment (Kapow music) 		
<p style="text-align: center;"><u>Mathematics</u></p> <ul style="list-style-type: none"> Make comparisons between objects relating to size, length, weight, and capacity Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5 <ul style="list-style-type: none"> Introducing 0 Comparing numbers to 5. Composing 4 and 5. Compare mass and capacity. 6, 7 and 8 <ul style="list-style-type: none"> Making pairs Combining 2 groups 	<p style="text-align: center;"><u>Reception Term 3</u></p> <p style="text-align: center;">Key texts –</p> <ul style="list-style-type: none"> Izzy Gizmo by Pip Jones and Sarah Olgilvie What the Ladybird Heard by Julia Donaldson <ul style="list-style-type: none"> Errol’s garden by Gilian Hibbs 		<p style="text-align: center;"><u>Physical Development</u></p> <p>Gross Motor</p> <ul style="list-style-type: none"> BEAM assessments Forest school Revise and refine the fundamental movement skills they have already acquired <p>Fine Motor</p> <ul style="list-style-type: none"> Writing patterns Continuous Fine Motor activities 	
<p style="text-align: center;"><u>Communication and Language</u></p> <ul style="list-style-type: none"> Learn new vocabulary Articulate their ideas and thoughts in well-formed sentences (focus on sentence stems in all adult directed teaching) Connect one idea or action to another using a range of connectives Engage in non-fiction books (books based around colder climates and nature in continuous provision) <ul style="list-style-type: none"> Understanding humour (circle time and telling jokes) 			<p style="text-align: center;"><u>Safeguarding</u></p> <ul style="list-style-type: none"> My voice <ul style="list-style-type: none"> Internet safety Ten: Ten Module 2 – Created to love others <ul style="list-style-type: none"> Unit 2 – personal relationships 	
<p style="text-align: center;"><u>Personal, Social and Emotional Development</u></p> <ul style="list-style-type: none"> Build constructive and respectful relationships Show resilience and perseverance in the face of challenge Identify and moderate their own feelings socially and emotionally <ul style="list-style-type: none"> Manage their own needs. - Personal hygiene <ul style="list-style-type: none"> Think about the perspectives of others Express their feelings and consider the feelings of others. <ul style="list-style-type: none"> Ten: Ten Module 2 – Created to love others <ul style="list-style-type: none"> Unit 1 – religious understanding Unit 2 – personal relationships 	<p style="text-align: center;"><u>Fundamental British Values</u></p> <ul style="list-style-type: none"> Celebrating differences Tolerance of different celebrations <ul style="list-style-type: none"> Golden Rules 		<p style="text-align: center;"><u>RE</u></p> <ul style="list-style-type: none"> Getting to know Jesus Chinese New Year (special days in different religions) 	<p style="text-align: center;"><u>Catholic Social Teaching</u></p> <p style="text-align: center;"><u>Subsidiarity</u></p> <p>Through speaking and listening, we ensure all voices are heard.</p> <p style="text-align: center;"><u>Stewardship</u></p> <p>Researching gardens and the earth linked to stories and how we can save our planet.</p>
	<p style="text-align: center;"><u>Inspirational Figures</u></p> <p>Julia Donaldson – author David Attenborough – scientist/ animal rights campaigner Vincent Van Gough – artist/history</p>	<p style="text-align: center;"><u>Muddy Puddles</u></p> <p>Forest School Literacy & Maths alternate weeks</p> <ul style="list-style-type: none"> Listening skills & adjectives <ul style="list-style-type: none"> Positional language Combining 2 groups 		

<p>Reading</p> <p style="text-align: center;"><u>Literacy</u></p> <ul style="list-style-type: none"> Repeat and read words, phrases, and sentences <ul style="list-style-type: none"> Start to read more rhythmically Use finger to follow words Understanding new vocabulary highlighted by key texts <p>Writing</p> <ul style="list-style-type: none"> Segmenting and blending CVC words Develop the foundations of a handwriting style which is fast, accurate and efficient 	<p style="text-align: center;"><u>Expressive Arts and Design</u></p> <ul style="list-style-type: none"> Representations of events, people and objects through drawing and role play activities – puppets within role play area and choice of mediums in creative area Children to create collaboratively and share ideas, linking areas to PSHE and emotions through stories, for example 'Have You Filled Your Bucket Today?' <ul style="list-style-type: none"> Kapow – Music and Movement Actions and simple Makaton Exploring beat, tempo, and pitch 	<p style="text-align: center;"><u>Understanding the World</u></p> <ul style="list-style-type: none"> Exploring Pancake Day and why we celebrate Space exploration with a focus on understanding facts about Mars <ul style="list-style-type: none"> Where is earth in the world? Understanding that some places are special to others through learning about different faiths and visiting the church Making observations of animals and plants, with a focus of Spring and changes of state and the environment 		
<p style="text-align: center;"><u>Mathematics</u></p> <ul style="list-style-type: none"> Length, time and height <ul style="list-style-type: none"> Exploring 9 and 10 Comparing numbers to 10 <ul style="list-style-type: none"> Bonds to 10 <ul style="list-style-type: none"> 3D shape Pattern 	<p style="text-align: center;"><u>Reception Term 4</u></p> <p>Key texts –</p> <ul style="list-style-type: none"> Look Up! By Nathan Byron Professor Astro Cat's Solar System Jack and the Beanstalk Traditional Tales 		<p style="text-align: center;"><u>Physical Development</u></p> <p>Gross motor skills</p> <ul style="list-style-type: none"> Field games- further develop and refine a range of ball skills including throwing, catching, passing, batting and aiming Combine different movements with ease and fluency Dancing in music theme; Music and Movement (Kapow) <p>Fine motor skills</p> <ul style="list-style-type: none"> Develop the foundations of handwriting style, which is fast, accurate and efficient <ul style="list-style-type: none"> Begin to show accuracy and care when drawing Combine different movements with ease and fluency Develop the foundations of a handwriting style which is fast, accurate and efficient 	
<p style="text-align: center;"><u>Communication and Language</u></p> <ul style="list-style-type: none"> Refining listening skills Describe events in some detail Use talk to help work out problems and organise thinking and activities Explain how things work and why they might happen (science and changes of state linked to Pancake Day/cooking and Look Up! Text) 			<p style="text-align: center;"><u>Safeguarding</u></p> <ul style="list-style-type: none"> Internet safety Growing, children to talk and listen to each other with focus on growth, linking to RE and PSHE <ul style="list-style-type: none"> Ten: Ten Module 2 Unit 3 – keeping safe 	
<p style="text-align: center;"><u>Personal, Social and Emotional Development</u></p> <ul style="list-style-type: none"> Show resilience and perseverance in the face of challenge Identify and moderate their own feelings socially and emotionally (a focus throughout the year but will learn through stories within literacy sessions) My relationships – celebrating special people within the children's lives, drawing pictures and talking about why they are special <ul style="list-style-type: none"> Ten: Ten Module 2 – Created to love others <ul style="list-style-type: none"> Unit 3 – keeping safe 	<p style="text-align: center;"><u>Fundamental British Values</u></p> <ul style="list-style-type: none"> Respect and tolerance through story 'Have You Filled Your Bucket Today?' Democracy through reading stories during story time at the end of each day (a class vote to decide on which story is read) 		<p style="text-align: center;"><u>RE</u></p> <ul style="list-style-type: none"> Sorrow and Joy Ramadan (special days in different religions) <p style="text-align: center;"><u>Catholic Social Teaching</u></p> <p style="text-align: center;"><u>Participation</u></p> <p>Working towards becoming closer to Jesus through lent. Working as a team to create vehicles.</p> <p style="text-align: center;"><u>The Common Good</u></p> <p>Stations of the cross and litter picking</p>	
	<p style="text-align: center;"><u>Inspirational Figures</u></p> <p>Wang Zhenyi – astronomer/mathematician Tim Peak – astronaut/historical figure Amrita Sher-Gil – artists/ Sikh</p>	<p style="text-align: center;"><u>Muddy Puddles</u></p> <p>Forest School Literacy & Maths alternate weeks</p> <ul style="list-style-type: none"> Following instructions to make a natural beanstalk <ul style="list-style-type: none"> Planting – UTW Measuring plants 		

<p style="text-align: center;"><u>Literacy</u></p> <p>Reading</p> <ul style="list-style-type: none"> • Use known letter sounds to check and confirm reading • Talk about book in simple terms, using the pictures • Understanding new vocabulary highlighted by key texts <ul style="list-style-type: none"> • Reading rhythmically <p>Writing</p> <ul style="list-style-type: none"> • Forming a simple sentence with a capital letter, finger space and full stop <ul style="list-style-type: none"> • Form lower-case and capital letters correctly. • Spell words by identifying the sounds and then writing the sound with letter/s. 	<p style="text-align: center;"><u>Expressive Arts and Design</u></p> <ul style="list-style-type: none"> • Explore sounds of instruments and engage in music making • Listen attentively, move to and talk about music, expressing their feelings and responses <ul style="list-style-type: none"> • Create collaboratively, sharing ideas, resources, and skills • Kapow – musical stories, moving to music, using instruments to represent characters, storytelling with actions, and story performances (literacy links and through continuous provision) 		<p style="text-align: center;"><u>Understanding the World</u></p> <ul style="list-style-type: none"> • Understanding past and present events in their own lives • Understand some important processes and changes in the natural world around them (life cycles) <ul style="list-style-type: none"> • Explore the natural world around them (minibeasts) <ul style="list-style-type: none"> • Draw information from a simple map 	
<p style="text-align: center;"><u>Mathematics</u></p> <ul style="list-style-type: none"> • Building numbers beyond 10 • Counting patterns beyond 10 • Adding more and taking away • Select, rotate, and manipulate shapes to develop spatial reasoning skills <ul style="list-style-type: none"> • Continue, copy, and create repeating patterns • Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can 	<p style="text-align: center;"><u>Reception Term 5</u></p> <p style="text-align: center;">Key texts –</p> <ul style="list-style-type: none"> • Superworm by Julia Donaldson • Yucky Worms by Vivian French • Caterpillar non-fiction book 		<p style="text-align: center;"><u>Physical Development</u></p> <p>Gross motor skills</p> <ul style="list-style-type: none"> • Field games- further develop and refine a range of ball skills including throwing, catching, passing, batting, and aiming • Combine different movements with ease and fluency <p>Fine motor skills</p> <ul style="list-style-type: none"> • Develop the foundations of handwriting style, which is fast, accurate and efficient <ul style="list-style-type: none"> • Begin to show accuracy and care when drawing • Combine different movements with ease and fluency Develop the foundations of a handwriting style which is fast, accurate and efficient 	
<p style="text-align: center;"><u>Communication and Language</u></p> <ul style="list-style-type: none"> • Engage in non-fiction books <ul style="list-style-type: none"> • Connect one idea to another using a range of connectives • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary <ul style="list-style-type: none"> • Talking about past and present events in their own lives and that of others • Listen to and talk about stories to build familiarity and understanding. 			<p style="text-align: center;"><u>Safeguarding</u></p> <ul style="list-style-type: none"> • Internet safety <ul style="list-style-type: none"> • Developing confidence • Know and talk about their well-being • Washing hands after handling minibeasts 	
<p style="text-align: center;"><u>Personal, Social and Emotional Development</u></p> <ul style="list-style-type: none"> • Developing their confidence • Show resilience and perseverance in the face of challenge <ul style="list-style-type: none"> • Think about the perspectives of others • Ten: ten Module 3 Created to live in community <ul style="list-style-type: none"> • Unit 1: religious understanding 	<p style="text-align: center;"><u>Fundamental British Values</u></p> <ul style="list-style-type: none"> • Democratic voting – vote on which book for story time <ul style="list-style-type: none"> • Focus on Golden Rules • The importance of mutual respect 		<p style="text-align: center;"><u>RE</u></p> <ul style="list-style-type: none"> • New Life • Passover (special days in different religions) 	<p style="text-align: center;"><u>Catholic Social Teaching</u></p> <p style="text-align: center;"><u>Human Dignity</u></p> <p>Class rules, accepting one another, reflecting on the year and Mother Teresa and how she promoted human dignity with her work</p>
	<p style="text-align: center;"><u>Inspirational Figures</u></p> <p>Marcus Rashford – sportsman Mother Teresa – religious figure Ellie Simmonds - swimmer</p>	<p style="text-align: center;"><u>Muddy Puddles</u></p> <ul style="list-style-type: none"> • Life cycles – caterpillars and tadpoles • Finding and counting words – habitats 		

<p>Reading</p> <p><u>Literacy</u></p> <ul style="list-style-type: none"> Express likes and dislikes about stories they have read Understanding new vocabulary highlighted by key texts (on display and referred to in every lesson) <ul style="list-style-type: none"> Enjoying poetry (The Library by Julia Donaldson) <ul style="list-style-type: none"> Reading rhythmically – 1:1 reading <p>Writing</p> <ul style="list-style-type: none"> Begin to self-correct with prompting (full stops, capital letters, finger spaces, spelling) 	<p><u>Expressive Arts and Design</u></p> <ul style="list-style-type: none"> Creating with a purpose in mind – booklets/paintings/drawings for new teacher to share how it is 'Good to be Me' <ul style="list-style-type: none"> Role play and storytelling using puppets linked to literacy texts Kapow – learning about different instruments, tuned and untuned instruments and following a beat 	<p><u>Understanding the World</u></p> <ul style="list-style-type: none"> French – nursery rhymes and farm animals Comment on images of familiar situations in the past (transition focus, how they felt coming to Reception compared to how they are feeling starting Year 1) Compare and contrast characters from stories, including figures from the past (compare characters from The Proudest Blue and Ruby's Worry, linking to feelings and PSHE) 		
<p><u>Mathematics</u></p> <ul style="list-style-type: none"> Building numbers beyond 10 Counting patterns beyond 10 Spatial reasoning - Match, rotate and manipulate <ul style="list-style-type: none"> Adding more and taking away Compose and decompose shapes 	<p><u>Reception Term 6</u></p> <p>Key texts -</p> <ul style="list-style-type: none"> The Rainbow Fish by Marcus Pfister The Proudest Blue by Ibtihaj Muhammed <ul style="list-style-type: none"> Ruby's Worry Tom Percival 		<p><u>Physical Development</u></p> <p>Gross motor skills</p> <ul style="list-style-type: none"> Field games- further develop and refine a range of ball skills including throwing, catching, passing, batting, and aiming Combine different movements with ease and fluency <p>Fine motor skills</p> <ul style="list-style-type: none"> Develop the foundations of handwriting style, which is fast, accurate and efficient <ul style="list-style-type: none"> Begin to show accuracy and care when drawing Combine different movements with ease and fluency Develop the foundations of a handwriting style which is fast, accurate and efficient. 	
<p><u>Communication and Language</u></p> <ul style="list-style-type: none"> Show and tell theme: What I am looking forward to in Year 1 <ul style="list-style-type: none"> Answering how and why questions Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words (Rainbow Fish) <ul style="list-style-type: none"> Use new vocabulary in different contexts – focus vocabulary 			<p><u>Safeguarding</u></p> <ul style="list-style-type: none"> Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian (circle time and explicit teaching – running throughout the year but highlighted in term 6) 	
<p><u>Personal, Social and Emotional Development</u></p> <ul style="list-style-type: none"> Think about the perspectives of others (The Proudest Blue, Ruby's Worry) Manage their own needs – toileting, getting changed, understanding their own temperature <ul style="list-style-type: none"> Ten: ten Module 3 Created to live in community <ul style="list-style-type: none"> Unit 2: living in the wider world 	<p><u>Fundamental British Values</u></p> <ul style="list-style-type: none"> Democratic voting –vote on which book for story time <ul style="list-style-type: none"> Focus on Golden Rules The importance of mutual respect (literacy focus text) <ul style="list-style-type: none"> Ten: ten Module 3 Created to live in community <ul style="list-style-type: none"> Unit 2: living in the wider world 		<p><u>RE</u></p> <ul style="list-style-type: none"> Our Church Family Eid (special days in different religions) 	<p><u>Catholic Social Teaching</u></p> <p><u>Distributive Justice</u></p> <p>Healthy eating and looking at out food choices (Fairtrade)</p>
	<p><u>Inspirational Figures</u></p> <p>Camille Saint-Saëns – musician Paula Radcliffe – runner Malala Yousafzai – female activist</p>	<p><u>Muddy Puddles</u></p> <ul style="list-style-type: none"> Shapes using natural resources, exploring spatial reasoning Natural patterns in number and shape 		