

Subject	AUTUMN TERM		SPRING TERM		SUMMER TERM	
	Topic – All About Me	Topic – All Around The World	Topic – People Who Help Us	Topic –Traditional Tales	Topic - Growth	Topic – Minibeasts
RE	<p><u>Branch 1</u> <u>Creation and covenant</u> Baptism-belonging to God's family. Teaching children the daily prayers. God made our beautiful world God made me Look after God's world</p>	<p><u>Branch 2</u> <u>Prophecy and promise</u> The Annunciation The Nativity Mary was chosen by God to give birth to Jesus Celebrate Advent How different cultures celebrate Jesus' birthday  The festival of Diwali.</p>	<p><u>Branch 3</u> <u>Galilee to Jerusalem</u> The Magi visited Jesus with gifts Jesus came to show God's love and welcomes everyone That the Church</p>	<p><u>Branch 4</u> <u>Desert to garden</u> The children will learn a simplified version of the key events of Holy Week especially Good Friday and Easter Sunday.</p>	<p><u>Branch 5</u> <u>To the ends of the Earth</u> The children will hear the Story of Pentecost. They will learn about the Coming of the Holy Spirit at Pentecost and learn that Pentecost is a special celebration in the Church.</p>	<p><u>Branch 6</u> <u>Dialogue and encounter</u> The children will hear about the life of St Peter and St Paul. They will explore a range of pictures of Jesus from non-European traditions.</p>
Personal, Social and Emotional Development	<p>Differences and similarities. Respecting others. Confidence. Taking turns and sharing, Bodies -senses. Feelings - likes and dislikes. Working as part of a group.</p>	<p>Understanding celebrations. Build relationships with adults and children in the class. Show care for others. Developing confidence in unfamiliar situations.</p>	<p>Continue with Autumn term: Understanding the need for certain people in the community. Talk about significant events in their lives. Interests and opinions.</p>	<p>To be able to discuss their preferences to activities. To show sensitivity towards others.  Mother's Day Comic Relief</p>	<p>Have a secure understanding of the rules. Be confident to talk openly in class.</p>	<p>Take steps to resolve conflicts. Describe themselves in positive terms and talk about abilities.  Reception Graduation.</p>
Physical Development	<p>Health - healthy eating and exercise. Control and coordination. Dressing / undressing. Hygiene.</p>	<p>To start using tools effectively. Showing awareness of space. Different cultural dances.</p>	<p>Dressing/undressing. Showing awareness of space. Introduce equipment in hall and safety procedures. To be able to catch a ball.</p>	<p>To be able to use their imagination to come up with a dance related to traditional tales/songs. To be able to use a pencil effectively.</p>	<p>To be able to negotiate space (assault course).</p>	<p>Healthy eating and the importance of a healthy lifestyle. Observe and talk about the effects of exercise. Introduce team games for Sports Day.</p>
Communication and Language	<p>To encourage children to talk confidently about themselves and express their needs appropriately. To develop listening &amp; attention skills. To engage in conversation. To listen to stories carefully. To listen to simple instructions &amp; follow them.</p>	<p>To maintain attention during carpet sessions. To use talk to share experiences. Try to use new vocabulary in play. To be confident to speak in front of peers. To know familiar stories and be able to retell them. To have a concept of time when speaking.</p>	<p>To listen attentively in a range of situations. To listen in a group and talk about what they have heard. To be able to use directions. To use talk to explain about people who are important to them and why.</p>	<p>To join in with repetitive / rhyming stories. To follow a story without props. To use their imagination to change the endings to some familiar stories.</p>	<p>To follow chain instructions. To encourage children to question things (how and why) and answer them. To describe some events in detail.</p>	<p>To be able to discuss things they like and dislike &amp; changes in the environment &amp; why they think the changes happen. To express their ideas &amp; feelings using full sentences. To use past, present and future tenses correctly.</p>

Literacy	Introduction to Phonics. Recognising own name. Writing own name and simple (cvc) words.	Recognising single sounds. Hear and say initial sounds in words. Blending single sounds to read simple CVC words.	Begin to read simple sentences. Reading simple CVC words.	Attempts to write sentences. Reads and understands simple sentences. Understand and use rhyme.	Writes phonetically plausible words and spells some common irregular words. Recognise 'tricky words.'	To be able to read and understand simple books.
Mathematics	Match and sort Compare amounts Compare size, mass and capacity Explore pattern Representing comparing and the composition of 1,2,3	Circle and triangles Positional language Representing numbers to 5 1 more and 1 less Shapes with 4 sides Time	Introducing zero Comparing numbers to 5 Composition of 4, 5, 6, 7, 8 Comparing mass and capacity Making pairs Combining 2 groups	Composition of 9 and 10 Comparing numbers to 10 Bonds to 10 3D shapes Patterns Length and height Time	Building numbers beyond 10 Counting patterns beyond 10 Spatial reasoning Match, Rotate, Manipulate Compose and decompose Adding more, taking away	Doubling, sharing and grouping Even and odd Spatial reasoning Visualise and build Mapping Deepening understanding Patterns and relationships
Understanding the world  Past and Present (History)	To talk about their past and important things that have happened in their lives (Baptism, births, birthdays).	To look at images of Southgate, Enfield, Palmers Green from the past and discuss the changes to what the area they live in looks like now.	To talk about the changes to uniforms worn by the people who help us. To look at images and videos of past community service roles and comment on how their uniforms and equipment have changed.			To look back on the year and be able to discuss the important events that have taken place. Children to create a timeline of events that have occurred throughout their year.
Understanding the world  People, Culture and Communities (Geography)	Our learning environment. Locating places in the learning environment and school. Where do I live? Describe my environment. Seasons: Autumn. Differences. Understanding that they are part of the Catholic community. Recognise basic technology. Harvest festival.	Where do my family come from? Talk about the differences in their lives compared to others in different countries. <u>Winter</u> How has the weather changed? Look at countries with naturally colder climates and their differences to us (eg. Antarctica) Describe another environment. Explore Google Earth. Learn about Diwali, Hanukkah, Children in Need. <u>Technology</u> – Bee Bots	Know our school's location and places nearby of importance – e.g. local Fire station, Police station, train station, hospital  Chinese New Year. Holi festival. March/Spring.  Technology – Bee bots	To introduce different traditional tales - cultures. To talk about immediate environment and how people around the world live (3 Little Pigs)  To looking at changes (Goldilocks).  St Patrick's Day  Technology – Using the computer and Interactive Whiteboard	To look at and discuss growth, change and decay.  Technology – Using cameras	Link to the core text 'What the Ladybird Heard' – Create simple maps. Summer. Introduce mini-beasts. Show care and concern for living things and environment.  Father's Day.

Expressive Arts and Design	<p>Sing simple songs. Self-portraits. Role-play.</p> <p><b>Art - Drawing: Marvellous marks</b> Exploring mark making through different drawing materials. <b>Artist - Megan Coyle</b></p>	<p>Experiencing different types of art and different textures.</p> <p><b>DT- Cooking and nutrition: Making a soup</b></p> <p><b>Artist – Kandinsky</b></p>	<p>To be able to manipulate materials to achieve a planned effect. To create simple represents of people, events and objects.</p> <p><b>Art - Seasonal crafts:</b> A craft for Easter</p>	<p>Re-enact familiar traditional tales. To use their imagination to change the ending to familiar stories.</p> <p><b>DT - Structures: Boats</b></p>	<p>Observational drawings (link to plants). Planning and then creating objects.</p> <p><b>Art - Painting and mixed media: Paint my world</b> Exploring paint and painting techniques through nature, music and collaborative work. <b>Beth Cavener and Julie Wilson</b></p>	<p>Making homes for mini-beasts using their imagination.</p> <p><b>DT- Seasonal projects:</b> A craft for summer</p>
Music	All About Me Range of songs, instrumental and movements activities.	All Around The World Range of songs, instrumental and movements activities.	People Who Help Us Range of songs, instrumental and movements activities.	Traditional Tales Range of songs, instrumental and movements activities.	Growth Range of songs, instrumental and movement activities.	Mini-Beasts Range of songs, instrumental and movements activities.