

<p>Year 2023 – 24</p>	<p>Celebrating Our World What do I know about myself and where I live?</p>	<p>Fairy Tales What is a fairytale and can they be true stories?</p>	<p>Minibeasts and Megabeasts How do we identify a minibeast and megabeast?</p>
<p>Prime Area Personal Social and Emotional Development. (PSED)</p>	<p>Starting School- *Develop children’s self-confidence starting in Reception. *Support children in separating from carer. **Create class charter with the children. *Introduce ‘team points’ and discuss how they are awarded. *Introduce class behaviour system Introduce children to class routines. *Hygiene and safety -washing hands and flushing the toilet. *To know about how to keep healthy – for example through healthy eating and brushing our teeth. *Telling an adult when they are tired, thirsty etc.</p> <p>Self-Regulation – *Introduce to the children to the Zones of Regulation – equate colours to emotions. *Listen to stories such as the Colour Monster, Felix is Fuming and Clark the Shark to recognise emotions and feelings.</p> <p>Jigsaw – Being Me in My World + Celebrating Difference *Introduce Jigsaw Jenie and Paws the Cat to support new school start *Discussing similarities and differences between themselves and their peers.</p>	<p>Managing Self and Building Relationships- *Be confident to try new activities and show independence *To continue to make correct behavioural choices *Explore moral issues through fairy stories, eg. Right from wrong, fairness. *Care for each other and the environment</p> <p>Self-Regulation – *Continue to understand feelings and manage emotions. *To recognise feelings of others and adapt behaviours</p> <p>Jigsaw- Dreams and Goals + Healthy Me *Setting goals, perseverance, achieving targets and asking for help *Keeping safe, clean and healthy.</p>	<p>Managing Self and Building Relationships- *Show resilience and perseverance in the face of challenge *Children recognise their own skills and achievements. *Understand and care for each other and the environment *Care for animals – butterflies *Transitioning into Year 1.</p> <p>Self-Regulation- * Continuing to develop self-regulation skills. *Being able to work set goals and wait patiently to take turns. *To give focused attention, listen carefully and follow instructions.</p> <p>Jigsaw – Relationships + Changing Me *Friendships, falling out and being a good friend. *Take steps to resolve peer conflicts. *Respecting my body, growing up and changing. Fun, fears and celebrations</p>
<p>Prime Area Physical Development</p>	<p>Fine Motor Skills- *Hold a pencil and other tools such as scissors, paintbrushes and cutlery with a correct grip. *Forming letters and numbers</p> <p>Gross Motor Skills – Indoor and Outdoor PE- * Getting changed and looking after clothing *Gymnastics sessions with Coach Rian *Exploring how our bodies feel when we exercise. *Moving safely, confidently and imaginatively within the space. *Cosmic Yoga *Outdoor ball skills and games</p>	<p>Fine Motor Skills- *Hold a pencil and other tools such as scissors, paintbrushes and cutlery with a correct grip for use with greater accuracy *Forming letters and numbers with more care</p> <p>Gross Motor Skills – Indoor and Outdoor PE- * Getting changed and looking after clothing *Exploring how our bodies feel when we exercise – moving energetically in different ways *Moving safely, confidently and imaginatively within the space. *Movement linked to Fairy Tales – Fairy Tale Ball Dance *Travelling and balancing on gym apparatus *Outdoor ball skills and games</p>	<p>Fine Motor Skills- *Hold a pencil effectively (tripod grip) in preparation for fluent writing. *Forming recognisable letters and numbers independently</p> <p>Gross Motor Skills – Indoor and Outdoor PE- * Getting changed and looking after clothing *Exploring how our bodies feel when we exercise. *Preparation for, and being involved in Sports Day *Outdoor ball skills and games</p>

<p><u>Prime Area</u> Communication and Language</p>	<p>Listening, Attention and Understanding *Encourage listening skills through play and group times. * Listen to stories – (favourite stories or topic related) and make comments on what they have heard * Listen to and join in with Nursery Rhymes and songs *Understand vocabulary referenced in the Knowledge Organiser *Understand high level vocabulary linked to stories in the Write Stuff English Scheme (found in 'Granny's Basket') Speaking *Respond to stories and offer opinions on them. *Build confidence to speak in groups, to adults and in front of an audience *Performance in the Christmas Nativity *Use new vocabulary related to the topic and Write stuff stories in spoken sentences. *Express ideas and opinions in full sentences.</p>	<p>Listening, Attention and Understanding *Encourage listening skills through play and group times. * Listen to stories – (favourite stories or topic related) and make comments on what they have heard begin to ask questions * Listen to and join in with Nursery Rhymes and songs *Understand vocabulary referenced in the Knowledge Organiser *Understand high level vocabulary linked to stories in the Write Stuff English Scheme (found in 'Granny's Basket') Speaking *Respond to stories and offer opinions on them. *Build confidence to speak in groups, to adults and in front of an audience *Use new vocabulary related to the topic and Write stuff stories in spoken sentences. *Express ideas and opinions in full sentences.</p>	<p>Listening, Attention and Understanding *Encourage listening skills through play and group times. * Listen to stories – (favourite stories or topic related) and make comments on what they have heard and ask questions to clarify understanding * Listen to and join in with Nursery Rhymes and songs *Understand vocabulary referenced in the Knowledge Organiser *Understand high level vocabulary linked to stories in the Write Stuff English Scheme (found in 'Granny's Basket') Speaking *Respond to stories and offer opinions on them. *Build confidence to speak in groups, to adults and in front of an audience *Use new vocabulary related to the topic and Write stuff stories in spoken sentences. *Express ideas and opinions in full sentences using the correct tenses</p>
<p><u>Specific Area</u> Maths</p>	<p>White Rose Maths Getting to know you Maths' – the room, resources and mathematical vocabulary Number and Place Value: *Match and Sort *Compare amounts *Representing numbers to 5 *Comparing and Composition – Numbers to 3 *One more/one less. Measure, Shapes and Spatial Thinking: *Compare size, mass and capacity *Exploring pattern *Circles, triangles, shapes with 4 sides *Positional language *Time</p>	<p>White Rose Maths Number and Place Value: *Introducing Zero *Number bonds to 5 *Counting to 10 *Comparing groups to 10 *Addition to 10 *Number bonds to 10 - Measure, Shapes and Spatial Thinking *Spatial awareness *2D Shapes *3D Shapes</p>	<p>White Rose Maths Number and Place Value: *Counting to 20 *Adding more *Taking away *Doubling *Halving and Sharing *Odds and evens Measure, Shapes and Spatial Thinking *Making simple patterns *Exploring more complex patterns *Length, height, distance *Weight *Capacity</p>
<p><u>Specific Area</u> English</p>	<p>Phonics: Little Wandle – Letters and Sounds Revised *Phase 2 Graphemes *Tricky Words Autumn 1 - is, I, the</p>	<p>Phonics: Little Wandle – Letters and Sounds Revised *Phase 3 Graphemes *Tricky Words Spring 1 – was, you, they, my, by, all, are, sure, pure</p>	<p>Phonics: Little Wandle – Letters and Sounds Revised *Phase 4 *Tricky Words Summer 1 – said, so, have, like, some, come, love, do, were, here, little, says, there, then, what, one, out, today</p>

High expectations by all, for all, reflecting the example of Jesus

	<p>Autumn 2 - put, pull, full, as, and, has, his, her, go, no, to, into, she, push, he, of, we, me, be.</p> <p>CLPE/Write Stuff (WS) texts *On a Sudden Hill (CLPE +WS) (Writing to inform -captions)- linked to friendship and engineering. Handa's Surprise(CLPE +WS) Story (Writing to entertain) Texts linked to topic such as 'There's only one you' and 'My nose Your nose', 'I'll never eat a tomato' plus themes such as 'People Who Help Us' poems, Autumn/ Harvest, Christmas and Self- Regulation.</p>	<p>Spring 2- no new tricky words, secure spelling of ones learnt so far.</p> <p>CLPE/Write Stuff texts *Some Pigs Fly (WS) -Story (Writing to entertain) *Jack and the Jelly Bean Stalk(WS) - Story(Writing to entertain) Plus Fairy Tale texts such as - The Gingerbread Boy/Girl, Ninjabread Boy, the 3 Little Pigs, Little Red Riding Hood, Jack and the Beanstalk.</p> <p>World Book Day activities</p>	<p>Summer 2 - no new tricky words, secure spelling of ones learnt so far.</p> <p>CLPE/Write Stuff texts *Snail and the Whale (WS)- Non-Fiction (Writing to inform) -Postcards from around the world. Plus texts related to Dinosaurs - both fiction and non-fiction.</p>
<p><u>Specific Area</u> Understanding the World</p>	<p>Past and Present *How we have grown - The things we can do now that could not when we were babies</p> <p>People, Culture and Communities *Harvest Festival *Bonfire night *Diwali - Festival of light *Christmas Nativity *People in our community who help us - Firefighters, Police, Dentists etc *Using Ipads and internet safety *Visiting the local market</p> <p>The Natural World *Looking at the Seasons - eg Autumn leaves *Visit to the park or Father Martin's garden *Diwali *Harvest</p>	<p>Past and Present *Understand the past through stories we read linked to our Fairy Tale topic.</p> <p>People Culture and Communities *Chinese New Year *Festival of Holi</p> <p>The Natural World *Visiting Father Martin's Garden *Various planting and growing activities. -Fairy tale settings and environment exploration.</p>	<p>Past and Present *Understand the past through stories we read linked to our topic.</p> <p>People Culture and Communities *Travel around the world with the Snail and the Whale - explore countries and different land environments - beach, mountains etc</p> <p>The Natural World *Visiting Father Martin's Garden *Planting and growing activities. *Caring for animals - butterflies *Exploring different habitats *Create minibeast homes *Sort and classify *Explore - floating and sinking etc</p>
<p><u>Specific Area</u> Expressive Arts and Design</p>	<p>Creating with material *Paint/ collage butterflies to enhance the reading area. *Observational drawings linked to Harvest and festivals *Self-portraits *Study the artist Yayoi Kusama *Engineering - focus on building with boxes (linked to stories such as Boxitects) -creating 'hinges' in boxes</p> <p>Being imaginative and expressive *Role play areas to promote imaginative play *Music sessions with Mrs Lowe</p>	<p>Creating with material * Make use of props and materials when role playing characters in narratives and stories - linked to Fairy tales *Activities linked to Chinese New Year * Engineering - using pulleys and making zip wires * Colour mixing and printing</p> <p>Being imaginative and expressive *Role play areas to promote imaginative play *Music sessions with Mrs Lowe</p>	<p>Creating with material * Using various skills to create minibeasts - folding paper, colour mixing, pattern, cutting skills etc. *ArtsWeek and end of year Self-Portraits * Engineering - investigating materials eg light, absorb, resistant, corrugated card/paper for strength --making boats and sails.</p> <p>Being imaginative and expressive *Role play areas to promote imaginative play *Music sessions with Mrs Lowe</p>

**Religious
Education**

Who Made this wonderful world?

*Concepts of valuable and precious.

*The Harvest Festival

Why is Christmas so special to Christians?

*The story of Jesus' birth

*Christmas is special as Jesus brings joy, peace and good news.

How did Jesus 'rescue' people?

*Listen to and understand some Bible stories that demonstrate that Jesus came to save (or rescue) people and give life 'in its fullest'.

The Easter Story – What is so special about Easter?

*The events of Holy Week

*Jesus died to show God's love to the world

Who cares for this special world and why?

*Christians believe God created the world

*How everyone can help care for our world.

Why do Christians believe Jesus is special?

*Christians believe that Jesus loves everyone and teaches people to love one another