

Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
RE:	Creation and Covenant	Prophecy and Promise	Galilee to Jerusalem	Desert to Garden	To the Ends of the Earth	Dialogue and Encounter
Topic	All about me. (ourselves, our body)	Celebrations around the World	Houses and Homes	Taking care of the environment.	Pirates and Princesses	Animals
	Can you tell me what makes you special? What do you look like? Do you have siblings? What makes a family? Who is in your family? Can you name each person? Do all families look the same?	Why do we have celebrations? Do we all celebrate the same festivals? What do you celebrate in your home? Find out which festivals, celebrations are important to us all as Catholics? Have you taken part in any celebrations with friends?	Where do you live? What does your home look like? Do all homes around the world look the same? What materials are used to design a home?	Why is Earth Day special? Why should we look after the environment? Where does your food come from? What can we do to help the environment where we live? What is recycling? What can we do with all the plastic?	Are pirates real? Can we find out about any famous pirates? Can we look at treasure maps, design our own and find the treasure? Who is your favourite princess? Are princesses real? What do you think a real-life princess does for a job?	What animals would you find on a farm? What is a farmer's job? Who looks after the farm animals when they are sick? Have you ever been to a farm? What is farm life like? Do you have any pets? What are they? Do you have a favourite animal?
Core Text						
Literacy	<p>Read individual letters by saying the sounds for them. Read some letter groups that each represent one sound and say sounds for them.</p> <p>Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p>Introduce early phonics using RWI</p>	<p>Read a few common exception words matched to the school's phonic programme.</p> <p>Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</p>	<p>Form lower-case and capital letters correctly.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>Read a few common exception words matched to the school's phonic programme.</p>	<p>Re-read what they have written to check that it makes sense.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p>Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.</p>	<p>Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</p>	<p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>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.</p> <p>Write simple phrases and sentences that can be read by others.</p>

<p><b>Mathematics</b></p>	<p>Count objects, actions and sounds. Link the number symbol (numeral) with its cardinal number value. Explore the composition of numbers to 10.</p>	<p>Count beyond ten. Select, rotate and manipulate shapes in order to develop spatial reasoning skills. Explore the composition of numbers to 10.</p>	<p>Play games which involve quickly revealing and hiding numbers of objects. Understand the 'one more than/one less than' relationship between consecutive numbers. Subitise. (Show small quantities in familiar patterns (for example, dice) and random arrangements.</p>	<p>Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Continue, copy and create repeating patterns. Compare length, weight and capacity.</p>	<p>Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) 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</p>	<p>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.</p>
<p><b>Communication and Language</b></p>	<p>Understand how to listen carefully and why listening is important. Learn new vocabulary. Describe events in some detail. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Develop social phrases.</p>	<p>Engage in story times. Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p>	<p>Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. Engage in non-fiction books. Connect one idea or action to another using a range of connectives.</p>	<p>Ask questions to find out more and to check they understand what has been said to them. Articulate their ideas and thoughts in well-formed sentences. Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p>	<p>Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Make comments about what they have heard and ask questions to clarify their understanding; Hold conversation when engaged in back-and-forth exchanges with their teacher</p>	<p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher</p>
<p><b>Physical Development</b></p>	<p>Revise and refine the fundamental movement skills they have already acquired: - rolling- crawling- walking- jumping- running- hopping- skipping- climbing Working with Mr Bennett (PE teacher)</p>	<p>Combine different movements with ease and fluency. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p>	<p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics</p>	<p>Use a range of small tools, including scissors, paint brushes and cutlery. Begin to show accuracy and care when drawing. Develop the foundations of a handwriting style which is fast, accurate and efficient. Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity- healthy eating- tooth brushing- sensible amounts of 'screen time'- having a good sleep routine - being a safe pedestrian.</p>	<p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Begin to show accuracy and care when drawing.</p>	<p>Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing; .Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>

<b>Understanding the World</b>	Talk about members of their immediate family and community. Name and describe people who are familiar to them.	Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways.	Describe what they see, hear and feel whilst outside. Recognise some environments that are different to the one in which they live.	Understand the past through settings, characters and events encountered in books read in Talk about the lives of the people around them and their roles in society. Class and storytelling.	Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. 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.	Explore the natural world around them, making observations and drawing pictures of animals and plants. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.
<b>PSE</b>	See themselves as a valuable individual. Build constructive and respectful relationships.	Express their feelings and consider the feelings of others. Show resilience and perseverance in the face of challenge	Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others.	Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.	Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. 3 Show sensitivity to their own and to others' needs.	Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
<b>Expressive Arts and Design</b>	Develop storylines in their pretend play. Explore and engage in music making and dance, performing solo or in groups.	Sing in a group or on their own, increasingly matching the pitch and following the melody. Watch and talk about dance and performance art, expressing their feelings and responses.	Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills.	Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories.	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	Invent, adapt and recount narratives and stories with peers and their teacher; - Sing a range of well-known nursery rhymes and songs. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories.
<b>How to support your child at home.</b>	Useful Websites. Updates on school Do Jo. Phonics sounds sent to parents via do jo.	Doodle maths and English				