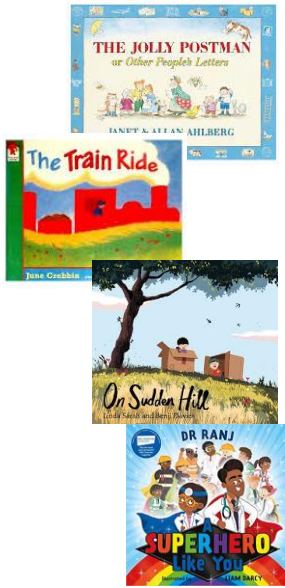

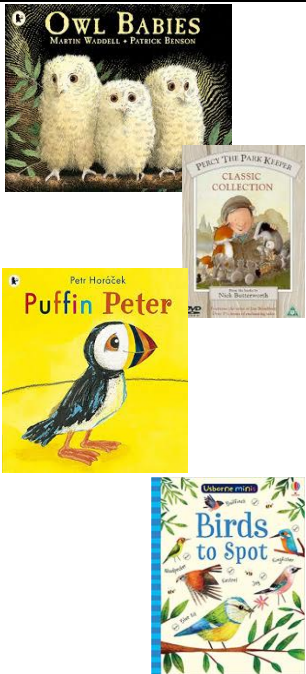
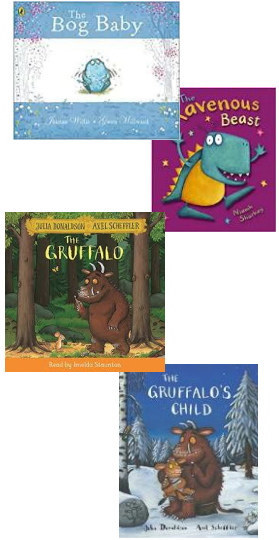




Academic Year: 2020-2021

YEAR A

Key stage: EYFS

Nursery, Class 1 and Class 2

	HEAD: Dream Big		HEART: Believe with all your heart		HANDS: Achieve great things	
	Aut.1	Aut.2	Spring 1	Spring 2	Summer 1	Summer 2
TOPIC	PEOPLE WHO HELP US Settling in/Making friends	TOYS Autumn	BIRDS Winter	MONSTERS Spring	LIVING AND GROWING Farm Trip	PIRATES Summer
Big Topic Question	Do heroes always wear capes?	Who lights up your world?	Where do birds go in the Winter?	Is there such thing as a monster?	How do things grow?	Would you be friends with a pirate?
Key Texts						
Communication, Language and Literacy	<p>What is an emergency?</p> <p>Nursery rhymes</p> <p>Stories about people who help us/non-fiction texts</p> <p>The Jolly Postman</p> <p>The Train Ride</p> <p>Emergency!</p> <p>Emergent writing, mark making, shadow writing, simple retell and letter writing</p>	<p>What presents would you give to Jesus?</p> <p>Nativity story</p> <p>Writing list to Father Christmas</p> <p>Designing a toy</p> <p>Labelling a toy</p> <p>Toys in the past</p> <p>Phase 2 - e, u, r, h, b, f, ff, l, ll, ss</p> <p>Phase 1 – Instrumental Sounds</p>	<p>What makes each bird special?</p> <p>Non-fiction writing</p> <p>Percy the Park Keeper</p> <p>Owl Babies</p> <p>Two Little Dickie Birds/ Puffin Peter</p> <p>Phase 3 - j, v, w, x, y, z, zz, qu. Consonant digraphs: ch, sh, th, ng</p>	<p>If you love something, should you let it go?</p> <p>Stories about monsters – Monstersaurus</p> <p>Bog Baby</p> <p>The Ravenous Beast</p> <p>The Gruffalo</p> <p>The Gruffalo's Child</p> <p>Phase 3 -Vowel digraphs: ai,</p>	<p>Story retells and non-fiction writing about animals/farms</p> <p>The Very Hungry Caterpillar</p> <p>What the Ladybird Heard</p> <p>Jasper's Beanstalk</p> <p>Titch</p> <p>Phase 4 – bl, cl, fl, fr, cr, sl, etc</p> <p>Phase 1 – Alliteration and Voice Sounds</p>	<p>Non-fiction – pirates</p> <p>Captain Pike and the Baby</p> <p>The Littlest Pirate</p> <p>Winnie's Pirate Adventure</p> <p>Pirates Love Underpants</p> <p>Writing lists, how to be a pirate, invitations to pirate party</p> <p>What parties have been invited to?</p>

	Phase 2 sounds, s, a, t, p, i, n, m, d, g, o, c, k, ck Phase 1 – Environmental Sounds		Phase 1 – Body Percussion	ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er. Phase 1 – Rhythm and Rhyme		Phase 1 – Oral Blending and Segmenting
<b>Writing Progression</b>   <b>CLPE's TAKE 5</b> EXPLORE IT ILLUSTRATE IT TALK ABOUT IT IMAGINE IT CREATE IT	Spell CVC words e.g. shop, leg, rich. Spell some HFW Write own name, using a capital letter.	Dictate a simple sentence. Begin to write simple sentences.	Begin to use capital letters and full stops to punctuate a sentence. Attempt to spell unfamiliar words using a phonemic strategy (including analogy)	Write letters using the correct sequence of movements. Begin to use some story language, such as 'Once upon a time....' Write simple labels, captions and sentences.	Dictate and invent own compositions. Think about what to write ahead of writing.	Retell a narrative or a recount. Begin to write simple narratives and recounts. Invest writing with meaning.
<b>Mathematics</b>	Counting, sorting, numbers to 10 – number rhymes. Orally beyond 10. 2D shapes	3D shapes Numbers to 20 – ordering, writing etc Tall/short, wide/narrow, long/short etc	Positional language Addition/ Balance - = symbols Counting to 100 Weight	Subtraction/ addition balance Number line work Patterns More/fewer	Money <b>Where does money come from?</b> Counting in 1's, 2's, 5's and 10's Addition and Subtraction Time	Capacity Doubling and halving Grouping and sharing Distance
<b>Religion</b>	<p><b>Mark 10:14 "Let the little children come to me"</b></p> <p><b>Myself</b> – my name, God knows and loves me and each one by name (4 weeks) <b>What makes me special?</b></p> <p><b>Welcome</b> – what it is to welcome and be welcomes, Baptism, welcomed into God's family (4 weeks)</p> <p>This Topic: learning outcomes Know and understand:  <ul style="list-style-type: none"> <li>The importance of my name – Explore</li> <li>God knows and loves me and each one by name – Reveal</li> </ul>           Acquire the skills of assimilation, celebration and application of the above – Respond</p> <p>This Topic: learning outcomes</p>	<p><b>Mark 1:15 "The time has come. The kingdom of God is near. Repent and believe the good news."</b></p> <p><b>Advent</b> – Christmas, loving; birthday, looking forward to Jesus' birthday, what is a birthday? Looking forward to Christmas the birthday of Jesus</p> <p><b>Would you want presents or your family?</b></p> <p>This Topic: learning outcomes Know and understand:  <ul style="list-style-type: none"> <li>what a birthday is; waiting for a birthday – Explore</li> <li>Advent: looking forward to Christmas, the birthday of Jesus – Reveal</li> </ul>           Acquire the skills of assimilation, celebration and application of the above – Respond</p>	<p><b>Luke 6:31 "Treat others the same way you want them to treat you"</b></p> <p><b>Local Church Community</b> – what a celebration is and how the parish family celebrate (4 weeks)</p> <p><b>Who is in our family? What makes a family?</b></p> <p><b>Eucharist – Relating</b> – how and why people gather together, the joy of gathering together to celebrate at Mass</p> <p>Local church</p> <p>This Topic: learning outcomes Know and understand:  <ul style="list-style-type: none"> <li>what a celebration is – Explore</li> <li>how the parish family celebrate – Reveal</li> </ul>           acquire the skills of assimilation</p>	<p><b>Matthew 11:28 "Come to me all you who are weary and burdened and I will give you rest."</b></p> <p><b>Lent/Easter/Giving</b> – Spring is a time when things begin to grow, Lent – a time to grow in love and be more like Jesus and to look forward to Easter Seeds and Gardeners/ Growing in love during Lent/ Stations of the Cross/Donkey visit</p> <p><b>What would the donkey say to Jesus?</b></p> <p>This Topic: learning outcomes Know and understand:  <ul style="list-style-type: none"> <li>Spring is a time when things begin to grow – Explore</li> <li>Lent – a time to grow in love to be more like Jesus and to look forward to Easter – Reveal</li> </ul> </p>	<p><b>John 14:26 "The Spirit will teach you everything and will remind you of what I said while I was with you."</b></p> <p><b>Pentecost – Serving</b> – that everyone has good news to share, Pentecost: the celebration of the good news of Jesus – Pentecost Party</p> <p><b>What is the Good News?</b></p> <p><b>Universal Church</b> – what we love and wonder about our world and God gave us this wonderful world</p> <p>To know and understand:  <ul style="list-style-type: none"> <li>That everyone has Good News to share – Explore</li> <li>Pentecost: the celebration of the Good News of Jesus – Reveal</li> </ul>           Acquire the skills of assimilation,</p>	<p><b>John 8:12 "I am the light of the world. Whoever follows me will never walk in darkness, but will have the light of life."</b></p> <p><b>Reconciliation</b> – we can make friends, Jesus had good friends and what Jesus tells us about friendship</p> <p>Making new friends/transition</p> <p><b>How can you let your little light shine?</b></p> <p>This topic learning outcomes: Know and understand:  <ul style="list-style-type: none"> <li>We can make friends – Explore</li> <li>Jesus had good friends; what Jesus tells us about friendship – Reveal</li> </ul>           Acquire the skills of assimilation,</p>

	<p>Know and understand:</p> <ul style="list-style-type: none"> <li>• What it is to welcome and be welcomed – Explore</li> <li>• Baptism: a welcome to God's family – Reveal</li> </ul> <p>Acquire the skills of assimilation, celebration and application of the above – Respond</p>		<p>celebration and application of the above – Respond</p> <p>Know and understand:</p> <ul style="list-style-type: none"> <li>• how and why people gather together – Explore</li> <li>• the joy of gathering together to celebrate at Mass – Reveal</li> </ul> <p>Acquire the skills of assimilation, celebration and application of the above – Respond</p>	<p>Acquire the skills of assimilation, celebration and application of the above – Respond</p>	<p>celebration and application of the above – Respond</p>	<p>celebration and application of the above – Respond</p>
<b>Understanding the World</b>	<p><b>Who works in school? Community? Elsewhere?</b> Fire fighters, police officers, road safety officer, teachers, caretakers, doctors, nurses, dentist, cook etc</p> <p>Making friends – getting on and falling out, sharing our toys, making new friends, transition and settling in</p>	<p>Christmas Advent What are toys made of? Looking a materials Toys past and present How do things move? Push and pull <b>What is Diwali?</b> <b>Why is Christmas special?</b> Are leaves green in Autumn?</p>	<p>Birds Making bird feed, spotting different types of birds Where do they live? Walking in the woods, looking for birds Making birds' nests Looking after animals Decorating eggs Life cycle of a bird Trying eggs – scrambled eggs, boiled, fried Bird watch – RSPB Where do birds go in Winter time? Can all birds fly?</p>	<p>Monsters Designing their own monsters Junk modelling Role play – monsters café, Gruffalo's den Are all monsters scary? <b>Would you be friends with the Gruffalo?</b></p>	<p>Caring for animals on the school farm, planting and growing plants/veg/flowers</p> <p>What happened to Jack's beans? Are all mini-beasts scary?</p>	<p>Pirates, past and present How to be a pirate, what do you need? Floating and sinking, looking at boats – how can it float Building a pirate ship Bubbles, exploring how to make bubbles Making treasure maps, telescopes, parrots etc</p>
<b>Expressive Arts and Design</b>	<p>Role play – emergency services – ambulance, air and sea rescue Fire station Small world – fire engine, town play people etc</p>	<p>Creating lanterns, Christmas crafts, baubles, reindeers, decorations, advent wreaths Role play – Autumn, Father Christmas workshop, white colour tray</p>	<p>Bird masks Make nests Observational drawings and painting Role play - bird hide, Percy the Park Keeper Woodland animals, small world birds Bird poems</p>	<p>Making shape monsters Monster sandwiches Messy monster play – what does it feel like?</p>	<p>Role play – The farm, mini beasts, Percy Park Keepers Hut</p>	<p>Role play – pirate ship, under the sea animals, pirate small world Pirate games and music</p>
<b>Physical Development</b>	<p>Fine motor skills, developing pincer grips HSC – keeping healthy and safe</p>	<p>Music and songs – nativity, music from different festivals Holding a pencil – pincer grip</p>	<p>Different movements – hopping, jumping, gliding, flying Forming recognisable letters</p>	<p>Fine motor skills – dough monsters Monster dancing Healthy eating – growing our own veg</p>	<p>Pretending to be different animals, moving in different ways, sing and pretend 'Lots of jobs to do the farm' (espresso)</p>	<p>Sing and Pretend – under the sea (espresso) Forming letters correctly</p>
<b>Personal, Social and Emotional Development</b>	<b>Created and Loved by God - Health and Wellbeing</b> Me, My Body, My Health Emotional Well-Being Life Cycles		<b>Created to Love Others – Relationships</b> Personal & Healthy Relationships Keeping Safe Valuing Difference		<b>Created to Live in Community – Me and the Wider World</b> Living in the Wider World Catholic Social Teaching Rights and Responsibilities Money	
<b>Caritas in Action</b>	<b>Dignity of the Human Person</b> – -God made me and loves me very much -God made me and all my friends very beautiful	<b>Solidarity and the Common Good</b> -We are friends -We play together in love and peace -We help each other	<b>Family and Community</b> -My family at home -My school family -We are all different and we love and care for each other -We love and look after each	<b>The Dignity of Work</b> -We are helping to do God's work -We use our gifts for each other -Everybody's gifts are needed	<b>Option for the Poor and Vulnerable</b> -God's gifts are for everyone (food, clothing etc) -Learning to share our toys and foods with friends so that everyone has enough	<b>Rights and Responsibilities</b> -God wants everyone to be happy -God gives us all we need to be happy -Making the right choices

	-We share our love for each other -We thank God for loving us and our love for each other	-We thank God for each other	other because we are all brothers and sisters in God's family	to build God's world -When we build together we can do much more	-Helping everyone to be happy by playing, sharing and learning together -Using our gifts to help others <b>Care for God's Creation</b>	-We share all God's gifts
<b>RSE</b>	Life to the Full:  Autumn II EYFS, Module 1, Unit 1 Story Sessions: Handmade With Love		Spring I EYFS, Module 2, Unit 1 Session 1: Role Model  Spring I EYFS, Module 2, Unit 2 Session 1: Who's Who? Session 2: You've Got a Friend in Me Session 3: Forever Friends		Summer I or II EYFS, Module 3, Unit 1 Session 1: God is Love  Session 2: Loving God, Loving Others  Session 1: Me, You, Us	

SMSC – Spiritual, Moral, Social, Cultural