

				EYFS		Curriculum		Planning					
		Autumn				Spring				Summer			
		Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
		Magical Me Heroes		Amazing Autumn Let's Celebrate.		Once upon a time in a castle...		Spring in Our Step		All Aboard!		Science Detectives	
Catholic Social Teaching	Care & Creation	Dignity		Subsidiarity		Solidarity		Common Good		Weaving CST themes throughout			
RE	Creation and Covenant.	Prophecy and Promise		Galilee to Jerusalem.		Desert to Garden		Ends of the Earth		Dialogue and Encounter.			
English Reading and writing	RWI Phonics	RWI Phonics		RWI Phonics		RWI Phonics		RWI Phonics		RWI Phonics		RWI Phonics	
	What I like about me. So Much! All about families Me and my amazing body. People Who Help us Series. Not Now Bernard (DC) Supertato Write their first name without a reference. Answer 'what' questions related to a story	The Gingerbread Man Owl Babies Rama and Sita – The story of Diwali. The Jolly Christmas Postman The Smartest Giant in Town. (DC) Stick Man Orally plan a Sentence for an adult to scribe. <i>write the correct initial sounds of words / write CVC words using the sounds they have</i>		Castles The Very Last Castle The Grand Old Duke of York (Nursery Rhyme) The Nibblesome Knight. (DC) Zog Create a simple narrative using vocabulary introduced through a text. Spell words by identifying the sounds and writing the sound with letters. Read and write simple phrases made up of words with known letter-sound correspondences and,		The Extraordinary Gardener. Jack and the Beanstalk. The Enormous Turnip. The Very Hungry Caterpillar. Life Cycle of a Frog/Butterfly. What can you see in spring? Form lower-case and capital letters correctly. Write simple phrases or words which can be read by others. Read simple phrases and sentences made		A Walk in London The Jolly Postman All aboard the BoBo Road The 100 Decker Bus (DC) Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences or phrases with words using known letter-sound correspondences.		What is Science Tree Whatever Next Funnybones Handa's surprise Commotion in the ocean Form lower-case and capital letters correctly Re-read what they have written to check it makes sense Spell words by identifying the sounds and then writing the sound with letter/s Write short sentences or phrases with words			
		Autumn Half Term		Christmas		Spring Half Term		Easter		Summer Half Term			

	<p>Spell words by identifying the sounds and then writing it with letter(s). (<i>write the correct initial sounds of words</i>)</p> <p>Read individual letters by saying the sounds for them.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>Write short sentences or phrases with words using known letter Sound correspondences.</p> <p>Orally plan a sentence for an adult to scribe.</p>	<p><i>been taught.</i></p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>Sequence the main events in a story.</p> <p>Retell the main events in a story.</p>	<p>where necessary, a few exception words.</p>	<p>up of words with known letter-sound correspondences and a few exception words.</p>		<p>using known letter-sound correspondences</p>
<p>Maths</p>	<p>Match and Sort Find and match objects that are the same. Sort objects according to colour, size or shape.</p> <p>Compare Amounts Use the vocabulary</p>		<p>Composition of 4 and 5 Explore and notice the different compositions of 4 and 5.</p> <p>Introducing Zero Know that the word 'zero' and the numeral 0 represent 'nothing there' or 'all gone'.</p>	<p>Compare length, weight, and capacity Make direct comparisons of height and length using correct mathematical vocabulary</p> <p>Time</p>	<p>Building numbers beyond 20 •Build and identify numbers to 20 and beyond •Recognise that numbers 1-9 repeat after every full 10</p> <p>Counting patterns beyond 10</p>	<p>Automatically recall number bonds for numbers 0-10 Use visual models to identify how many more to make numbers 0-10.</p> <p>Doubling</p>

	<p><i>fewer, the same and more to compare groups of objects.</i></p> <p>Compare Size, Mass and Capacity Compare and order objects according to their size. Use mathematical language to describe size.</p> <p>Explore Pattern Copy, continue and create simple AB repeating patterns.</p> <p>Recognising 123 by counting or subitising</p>		<p>Compare numbers to 5 Make comparisons between groups of 0-5 objects.</p> <p>Compare length, weight, and capacity Compare mass and capacity using appropriate mathematical vocabulary.</p> <p>Recognise 6, 7 and 8 by counting or subitising •Identify representations of 6, 7 and 8 •Explore the composition of 6, 7 and 8</p> <p>Making Pairs •Understand that a pair is 2 and notice when some quantities have an odd one out</p> <p>Combining 2 groups Combine 2 groups to find out how many there are altogether</p>	<p>•Use the vocabulary yesterday, today and tomorrow</p> <p>Recognise and represent 9 and 10: •Identify representations of 9 and 10 •Begin to explore the composition of 9 and 10</p> <p>Compare numbers to 10 Make comparisons between groups of 0-10 objects.</p> <p>Number Bonds to 10: Explore number bonds to 10 using real objects</p> <p>Shape and Spatial Reasoning Select, rotate and manipulate shapes in order to develop spatial reasoning skills.</p> <p>Continue, copy and create repeating patterns. Copy and continue repeating patterns with varying rules (including ABB and ABBC)</p>	<p>•Say what comes before or after numbers •Place sequences of numbers in order</p> <p>Spatial reasoning •Use positional language to describe where shapes are in relation to one another •Explore how shapes can be combined and separated to make new shapes</p> <p>Adding more •Recount all the objects to see how many there are altogether. •Add more by counting on small numbers (1,2 or 3)</p> <p>Take away •Find the quantity in a group when items have been taken away •Represent number stories using 10's frames, number tracks and their fingers</p>	<p>Begin to recall doubling facts</p> <p>Sharing and grouping Recognise and make equal groups</p> <p>Odds and evens Recognise that some groups can be split into pairs and some have 1 left over</p> <p>Spatial Reasoning: •Visualise simple models from verbal instructions •Replicate simple constructions, models and places in stories</p> <p>Continue, copy and create repeating patterns Continue and create repeating patterns with varying rules</p> <p>Deepening understanding Solve real mathematical problems in their play</p>
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Understanding of the world</p>	<p>Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them.</p> <p>Talk about the lives of people around them and their roles in society.</p> <p>Compare and contrast characters from stories including figures from the past.</p>	<p>Compare and contrast characters from stories, including figures from the past.</p> <p>Science – Understanding the world:</p> <p>Change of state reactions: Can we get egg and sugar back?</p> <p>Gingerbread man in water.</p> <p>Use different materials to make boats.</p> <p>Ice and snow.</p>	<p>Compare and contrast characters from stories, including figures from the past.</p> <p>Know some similarities and differences between things in the past and now.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>Explore the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside.</p> <p>Understand the effect of changing seasons.</p> <p>Explore the natural world, making observations and drawing pictures.</p>	<p>Draw information from a simple map.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Describe their immediate environment.</p> <p>Explain some similarities and differences between life in this country and life in other countries.</p> <p>Science:</p> <p>Exploring how different trains work.</p> <p>Explore push and pull.</p> <p>Sorting vehicles.</p> <p>Increasing the steepness of a ramp and how it affects vehicles.</p>	<p>Recognise some environments that are different to the one in which they live.</p> <p>Understand the effect of changing seasons on the natural world around them.</p> <p>Know some similarities and differences between the natural world around them and contrasting environments.</p>
	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Expressive Arts and Design</p>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Develop storylines in their pretend play.</p>	<p>Develop storylines in their pretend play.</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p>	<p>Develop storylines in their pretend play.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Explore, use and refine a variety of artistic</p>	<p>Explore, use and refine a variety of artistic effects.</p> <p>Return to previous learning, refining ideas</p>	<p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p>

	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p><i>Music: Bear Hunt</i></p>	<p><i>Charanga: Me</i></p>	<p>effects to express their ideas and feelings.</p> <p>Sing a range of well-known nursery rhymes and songs.</p> <p><i>Charanga: My Stories</i></p>	<p>Safely use and explore a variety of materials, tools and techniques.</p> <p>Share their creations, explaining the process used.</p> <p><i>Charanga: Everyone!</i></p>	<p>Perform songs with others and move in time with music.</p> <p><i>Charanga: Our World</i></p>	<p>dance, performing solo or in groups.</p> <p>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p> <p><i>Charanga: Reflect, Rewind, Replay</i></p>
<p>Communication and Language</p>	<p>Engage in story times.</p> <p>Learn new vocabulary.</p> <p>Understand how to listen carefully and why listening is important.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Engage in non-fiction books.</p> <p>Use new vocabulary through the day.</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Listen to and talk</p>	<p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Learn new vocabulary.</p> <p>Use new vocabulary through the day.</p> <p>Learn rhymes, poems and songs.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p>	<p>Connect one idea or action to another using a range of connectives.</p> <p>Make simple predictions about what will happen next.</p> <p>Retell the story, once they have developed a deep familiarity with the text.</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Learn rhymes, poems and songs.</p>	<p>Understand and use new vocabulary introduced through non-fiction texts and stories.</p> <p>Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p>	<p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Link events in a story to their own experiences.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Describe events in some detail.</p>	<p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Learn and use new vocabulary</p> <p>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p>

	about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.						
Personal, Social and Emotional Development	<p>See themselves as a valuable individual.</p> <p>Manage own needs.</p> <p>Manage their own basic hygiene and personal needs, including dressing, toileting and understanding the importance of healthy food choices.</p> <p><i>Trick Box: Mirror Mirror</i></p>	<i>Trick Box: Stand tall</i>	<p>Build constructive and respectful relationships.</p> <p>Show resilience and perseverance in the face of challenge.</p> <p>Form positive attachments to adults and friendships with peers.</p> <p>Show sensitivity to their own and to others' needs</p> <p><i>Trick Box: Colour breathing</i></p>	<p>Show resilience and perseverance in the face of challenge.</p> <p>Think about the perspectives of others.</p> <p>Show independence, resilience and perseverance in the face of challenge.</p> <p>Understand the importance of healthy food choices.</p> <p><i>Trick Box: Floating cloud</i></p>	<p>Identify and moderate their own feelings socially and emotionally.</p> <p>Think about the perspectives of others.</p> <p>Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.</p> <p>Explain the reasons for rules, know right from wrong.</p> <p><i>Trick Box: Win-Win</i></p>	<p>See themselves as a valuable individual.</p> <p>Express their feelings and consider the feelings of others.</p> <p>Set and work towards simple goals.</p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p><i>Trick Box: Free flow</i></p>	
Physical Development	<p>Know and talk about the different factors that support their overall health and wellbeing.</p> <p>Manage the school day successfully.</p> <p>Revise and refine the fundamental movement skills they have already acquired.</p>	<p>Revise and refine the fundamental movement skills they have already acquired.</p> <p>Develop their small motor skills so that they can use a range of tools competently.</p>	<p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p> <p>Demonstrate strength, balance and</p>	<p>Know and talk about the different factors that support their overall health.</p> <p>Revise and refine the fundamental movement skills they have already acquired.</p> <p>Move energetically, running, jumping, dancing, hopping, skipping and climbing.</p>	<p>Further develop and refine a range of ball skills.</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball</p> <p>Demonstrate strength, balance and coordination when playing</p>	<p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p>Know and talk about the different factors that support their overall health and wellbeing</p> <p>Demonstrate strength, balance and</p>	

	Develop their small motor skills so that they can use a range of tools competently.			coordination when playing.				coordination when playing.
PE	Walking 1 Playing through games	Nursery Rhymes Jumping 1	High, low, over, under Feet 1	Dinosaurs Hands 1	Moving Hands 2	Games for understanding Rackets, Bats, Balls & Balloons		
Art	Drawing – Marvellous Marks	Painting – Paint my World				Sculpture & 3D – Creation Station		
D&T			Structures – Junk Modelling	Cooking and Nutrition – Soup	Textiles - Bookmarks			
Trips & Enrichment		Advent Adventures Workshop (In school) Nursery Rhyme Showcase (In school)	Library walk	Postbox walk		Trip to Swanage		