



St Vincent de Paul Catholic Primary School



St Vincent de Paul Catholic Primary School is a place where the staff, parents, children and members of the wider community, work together, in partnership to provide the very best for your child, supporting their academic, spiritual and emotional development.

We aim to provide a curriculum that is broad, balanced, relevant, and responsive to the needs of the pupils, the wider community and the society in which they operate. Our curriculum, underpinned by our Catholic ethos, aims to support all pupils, and their needs, regardless of ability or other factors. The curriculum develops essential knowledge and skills alongside key skills of resilience, resourcefulness, reflectiveness and reciprocity which are developed as the building blocks for all learning.

Our Early Years Foundation Stage follows the “Statutory framework for the Early Years Foundation Stage” (2020) and the “Development Matters” (2020) documents and Birth to Five underpins everything we do. We strongly believe that the robust curriculum we have created and teach should reflect the ethos of the school. This prepares the children for the next steps in the children’s learning and incorporates the children’s interests in engaging children in their learning.

The learning intentions represent the core skills in each curriculum area taught that term. These are skills that will be built on and developed for years to come and are reflective of the rest of the school’s policy but tailored to meet the requirements of the Foundation Stage.

The way the Early Years curriculum works is not a linear tick list of criteria to be achieved at certain times throughout the year, but instead a range of opportunities which develop on-going skills throughout the entire Foundation Stage and beyond. Therefore, the objectives in this long-term plan are not taught in these terms in isolation, but are continuous across the year, with a particular focus on these skills in the given term.

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CL	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	<p>Other On-going Skills throughout the year Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. Develop their pronunciation but may have problems saying: r, j, th, ch, and sh multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'. Sing a large repertoire of songs. Use a wider range of vocabulary. Pay attention to more than one thing at a time, which can be difficult.</p>					
	<p>Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door". Start a conversation with an adult or a friend and continue it for many turns. Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</p>		<p>Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver." Use longer sentences of four to six words.</p> <p>Enjoy listening to longer stories and can remember much of what happens.</p>		<p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p>	
	<p>Learning Intention To join in with singing familiar stories, rhymes and songs. (Sing a large repertoire of songs.)</p>		<p>Learning Intention To use simple sentences to talk about something that interests them. (Use longer sentences of four to six words.)</p>		<p>Learning Intention To retell a favourite book to the group. (Be able to talk about familiar books and can remember much of what happens.)</p>	
Reception	<p>Other On-going Skills throughout the year Understand how to listen carefully and why listening is important. Learn new vocabulary. Use new vocabulary throughout the day. Use new vocabulary in different contexts. Engage in story-times. Listen to and talk about stories to build familiarity and understanding. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Use language to imagine and recreate roles and experiences in play experiences. Introduce a storyline or narrative into their play. Listen and respond to instructions with more elements as the year progresses.</p>					
	<p>Develop social phrases. Ask questions to find out more and to check they understand what has been said to them.</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>		<p>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</p>	
	<p>Learning Intention To speak in full sentences .(Articulate their ideas and thoughts in well-formed sentences)</p>		<p>Learning Intention To join spoken sentences together using simple connectives. (Connect one idea or action to another using a range of connectives, Describe events in some detail.)</p>		<p>Learning Intention To speak in full sentences using past, present and future tenses accurately <i>(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)</i></p>	

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PSED	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	<p>Other On-going Skills throughout the year Increasingly follow rules, understanding why they are important. Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations. Talk with others to solve conflicts. Increasingly follow rules, understanding why they are important. Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. Begin to recognise healthy choices about food, drink, activity and tooth brushing.</p>					
	<p>Select and use activities and resources, with help when needed. Play with one or more other children, extending and elaborating play ideas</p>		<p>Remember rules without needing an adult to remind them Develop their sense of responsibility and membership of a community. Understand gradually how others might be feeling.</p>		<p>Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. Develop appropriate ways of being assertive.</p>	
	<p>Learning Intention To begin to share space and resources with other children To begin to follow routines and boundaries in a familiar setting</p>		<p>Learning Intention To identify a range of feelings in self and others (Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried') (Understand gradually how others might be feeling.)</p>		<p>Learning Intention To talk to others about how an action has made them feel. (Develop appropriate ways of being assertive)</p>	
Reception	<p>Other On-going Skills throughout the year See themselves as a valuable individual. Build constructive and respectful relationships.</p>					
	<p>Manage their own needs. Identify and moderate their own feelings socially and emotionally. Know about the different factors that support their overall health and well-being. Recognise that they belong to different communities and social groups. Communicate freely about their own home and community.</p>		<p>Express their feelings and consider the feelings of others. Think about the perspectives of others. Identify and moderate their own feelings socially and emotionally.</p>		<p>Show resilience and perseverance in the face of challenge. Seek ways to manage conflict for example through holding back, sharing and negotiation. Attempt to repair a relationship or situation where they have caused upset and understands how their actions impact others.</p>	
	<p>Learning Intention <i>To zip up coats independently (Manage their own basic hygiene and personal needs)</i></p>		<p>Learning Intention To get dressed independently – with support turning clothes the right way around <i>(Manage their own basic hygiene and personal needs)</i></p>		<p>Learning Intention To manage their personal belongings independently <i>(Manage their own basic hygiene and personal needs)</i></p>	

Physical Development	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	<p>Other On-going Skills throughout the year Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet. Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. Choose the right resources to carry out their own plan. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p>					
	Use large-muscle movements to wave flags and streamers, paint and make marks.		Start eating independently and learning how to use a knife and fork. Start taking part in some group activities which they make up for themselves, or in teams. Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. Skip, hop, stand on one leg and hold a pose for a game like musical statues.		Show a preference for a dominant hand. Use one-handed tools and equipment, for example, making snips in paper with scissors.	
	<p>Learning Intention To change shoes independently (Be increasingly independent as they get dressed and undressed)</p>		<p>Learning Intention To put on jumpers and coats independently (Be increasingly independent as they get dressed and undressed, for example, putting coats on and attempting to pull up zippers)</p>		<p>Learning Intention To hold a pen or pencil in the tripod grip for drawing, colouring and writing (Use a comfortable grip with good control when holding pens and pencils)</p>	
Reception	<p>On-going Skills throughout the year Develop their fine 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. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility. Further develop the skills they need to manage the school day successfully, - lining up and queuing – mealtimes - personal hygiene Develop the foundations of a handwriting style which is fast, accurate and efficient.</p>					
	Introduction to PE	Fundamentals	Gymnastics	Dance	Ball Skills	Games
	Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing		Progress towards a more fluent style of moving, with developing control and grace. 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, sport Combine different movements with ease and fluency. From Expressive Art and Design Explore and engage in dance, performing solo or in groups. Encourage children to replicate choreographed dances, such as pop songs and traditional dances from around the world. Encourage children to choreograph their own dance moves, using some of the steps and techniques they have learnt.		Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.	
<p>Learning Intention To know a range of ways to keep healthy. (Know and talk about the different factors that support their overall health and wellbeing) and doing up zips?</p>		<p>Learning Intention To discuss and demonstrate how they can keep them selves and others safe. <i>(Negotiate space and obstacles safely, with consideration for themselves and others)</i></p>		<p>Learning Intention To accurately throw, catch and kick a range of apparatus (Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.)</p>		

Literacy & Phonics	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery Phonics	<p>Phase 1 (ongoing) Teach children to hear the same initial sound for words and names of objects. Teach children to distinguish different sounds. Teach children to articulate sounds correctly – including playing with voice sounds. Teach children to identify initial sounds of words and objects. Teach children to identify the final sounds of words and objects. Develop their phonological awareness, so that they can spot and suggest rhymes, count or clap syllables in a word.</p>					
Literacy	Listening to stories songs and rhymes	<p>Phase 1 + s a t p l n m</p>	<p>Phase 1 + d g o c k e</p>	<p>Phase 1 + u r h b f l</p>	<p>Phase 1 + j v w x y z</p>	<p>Phase 1 + recap</p>
	<p>CLPE Owl Babies (Autumn 1) CLPE Happy Birthday Maisy (Autumn 2) Engage in extended conversations about stories, learning new vocabulary. Print has meaning, print can have different purposes, we read English text from left to right and from top to bottom. whilst handling books correctly.</p>		<p>CLPE Brave Bear (Spring !) CLPE We are going on a bear hunt. (Spring 2) Explain the idea of a 'word' to children, pointing out how some words are longer than others and how there is always a space before and after a word. Begin to use book language such as front cover, title etc.</p>		<p>CLPE The Enormous Turnip (Summer 1) CLPE Handa's Surprise (Summer 2) Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. The names of the different parts of a book,</p>	
	<p>Reading Learning Intention To recognise own name (Print has meaning) To share and talk about a familiar book with another child or adult, using words and phases and sharing own ideas.</p>		<p>Reading Learning Intention To know that print has meaning and can be used for different purposes. Begins to be aware of the way stories are structured, and to tell own stories when handling a book.</p>		<p>Reading Learning Intention Recognises familiar words and signs such as own name, advertising logos and screen icons.</p>	
	<p>Writing Learning Intention To begin to use a variety of implements to explore mark making and attribute meaning.</p>		<p>Writing Learning Intention To begin to write some familiar letters (Write some letters accurately from name) To use knowledge of print to pretend write.</p>		<p>Writing Learning Intention To write their name (Write some letters or all of their name accurately)</p>	

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Literacy & Phonics	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Phonics Reception	<p>Phase 2</p> <p>s a t p l n m d g o c k c k e u r h b f l ff ll ss j v w x y z zz qu sh th ng nk</p> <p>Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. Spell words by identifying the sounds and then writing the sound with letters - CVC Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Read a few common exception words matched to the school’s phonic programme. <i>Say a sound for each letter in the alphabet</i> <i>Read Phase 2 words by sound-blending;</i></p>	<p>Phase 2</p> <p>ai ee igh oa oo ar or ur oo ow oi ear er air</p> <p>Read some letter groups that each represent one sound and say sounds for them. Provide opportunities for children to read words containing familiar letter groups: ‘that’, ‘shop’, ‘chin’, ‘feet’, ‘storm’, ‘night’. Spell words by identifying the sounds and then writing the sound with letters (using digraphs and trigraphs) Form lower-case and capital letters correctly. Develop existing knowledge of common exception words matched to the school’s phonic programme. <i>Say a sound for each letter in the alphabet and at least 10 digraphs;</i> <i>Read Phase 3 by sound-blending;</i></p>	<p>Phase 3</p> <p>ai ee igh oa oo ar or ur oo ow oi ear er air</p> <p>Read some letter groups that each represent one sound and say sounds for them. Provide opportunities for children to read words containing familiar letter groups: ‘that’, ‘shop’, ‘chin’, ‘feet’, ‘storm’, ‘night’. Spell words by identifying the sounds and then writing the sound with letters (using digraphs and trigraphs) Form lower-case and capital letters correctly. Develop existing knowledge of common exception words matched to the school’s phonic programme. <i>Say a sound for each letter in the alphabet and at least 10 digraphs;</i> <i>Read Phase 3 by sound-blending;</i></p>	<p>Phase 3</p> <p>ai ee igh oa oo ar or ur oo ow oi ear er air</p> <p>Read some letter groups that each represent one sound and say sounds for them. Provide opportunities for children to read words containing familiar letter groups: ‘that’, ‘shop’, ‘chin’, ‘feet’, ‘storm’, ‘night’. Spell words by identifying the sounds and then writing the sound with letters (using digraphs and trigraphs) Form lower-case and capital letters correctly. Develop existing knowledge of common exception words matched to the school’s phonic programme. <i>Say a sound for each letter in the alphabet and at least 10 digraphs;</i> <i>Read Phase 3 by sound-blending;</i></p>	<p>Phase 3/4</p> <p>Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. Listen to children read some longer words made up of letter-sound correspondences they know: ‘rabbit’, ‘himself’, ‘jumping’. Develop existing knowledge of common exception words matched to the school’s phonic programme Re-read what they have written to check that it makes sense. <i>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words</i></p>	<p>Phase 4</p> <p>Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. Listen to children read some longer words made up of letter-sound correspondences they know: ‘rabbit’, ‘himself’, ‘jumping’. Develop existing knowledge of common exception words matched to the school’s phonic programme Re-read what they have written to check that it makes sense. <i>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words</i></p>
Literacy	<p>Reading Learning Intention</p> <p>CLPE Jabari Tries (Autumn 1) CLPE Stanley’s Stick (Autumn 2) To retell a familiar story <i>(Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary)</i></p> <p>Writing Learning Intention</p> <p>To correctly form letters <i>(Write recognisable letters, most of which are correctly formed)</i></p>	<p>Reading Learning Intention</p> <p>CLPE Biscuit Bear (Spring 1) Look at a range of bear themed stories alongside. CLPE 10 Things I can do to Help my World (Spring 2) To read simple sentences with minimal support <i>(Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.)</i></p> <p>Writing Learning Intention</p> <p>To write words using the Phase 2 and 3 sounds <i>(Spell words by identifying sounds in them and representing the sounds with a letter or letters)</i></p>	<p>Reading Learning Intention</p> <p>CLPE My Pet Goldfish (Summer 1) CLPE Yucky Worms (Summer 2) <i>(Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words)</i></p> <p>Writing Learning Intention</p> <p>To write a sentence using Capital Letters and Full stops independently <i>(Write short sentences with words with known sound-letter correspondences using a capital letter and full stop)</i></p>			

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Maths	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	<p>Say one number for each item in order: 1,2,3,4,5. Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Show 'finger numbers' up to 5.</p> <p>Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc</p> <p>Select shapes appropriately in play: flat surfaces for building, a triangular prism for a roof etc. Combine shapes to make new ones - an arch, a bigger triangle etc.</p> <p>Understand position through words alone</p>		<p>Recite numbers past 5. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</p> <p>Name 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids)</p> <p>Create ABAB patterns – stick, leaf, stick, leaf. Make comparisons between objects relating to size, length, weight and capacity.</p> <p>Play games that involve positional and directional language.</p>		<p>Experiment with their own symbols and marks as well as numerals. Solve real world mathematical problems with numbers up to 5. Compare quantities using language: 'more than', 'fewer than'.</p> <p>Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.</p> <p>Notice and correct an error in a repeating pattern.</p> <p>Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</p> <p>Discuss routes and locations, using words like 'in front of' and 'behind'.</p>	
	<p><u>Learning Intention</u> To subitise to 3 (Develop fast recognition of up to 3 objects) To understand 3 is the total of 3 things. (To count out 3 objects from a larger amount)</p>		<p><u>Learning Intention</u> To recognise numbers to 5 and match them to the correct amount (Link numerals and amounts)</p>		<p><u>Learning Intention</u> To count and compare numbers and amounts, (Compare quantities using language: 'more than', 'fewer than'.)</p>	
Maths Reception	<p>2D shapes Continue, copy and create repeating patterns.</p>		<p>Compare length, weight and capacity.</p>		<p>2D/3D shapes</p>	
	<p>NCETM Pupils will build on previous experiences of number from their home and nursery environments, and further develop their subitising and counting skills. They will explore the composition of numbers within 5. They will begin to compare sets of objects and use the language of comparison.</p>		<p>NCETM Pupils will continue to develop their subitising and counting skills and explore the composition of numbers within and beyond 5. They will begin to identify when two sets are equal or unequal and connect two equal groups to doubles. They will begin to connect quantities to numerals.</p>		<p>NCETM Pupils will consolidate their counting skills, counting to larger numbers and developing a wider range of counting strategies. They will secure knowledge of number facts through varied practice.</p>	
<p><u>Learning Intention</u> To subitise to 5</p>		<p><u>Learning Intention</u> To show different ways of making the same number.</p>		<p><u>Learning Intention</u> To recall number bonds to 10.</p>		

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UtW	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	<p><u>On-going Skills throughout the year</u> Use all their senses in hands- on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary. Explore how things work. Continue developing positive attitudes about the difference between people Enjoys joining in with family customs and routines</p>					
	<p><u>All about Me</u> Enjoys playing with small world reconstructions, building on first-hand experiences, Shows interest in the lives of people who are familiar to them Show interest in different occupations.</p>	<p><u>Celebrations</u> Recognises and describes special times and events involving family and friends. Remembers and talks about significant events in their own experience</p>	<p><u>Jump Into a Story</u> Talk about the differences between materials and changes they notice. Explore how things work</p>	<p><u>Our Wonderful World</u> Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>	<p><u>New Life</u> Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal.</p>	<p><u>In the Garden</u> Begin to understand the need to respect and care for the natural environment and all living things. Explore and talk about different forces they can feel.</p>
	<p><u>Learning Intention</u> To talk to the class about their family (Begin to make sense of their own life-story and family's history)</p>		<p><u>Learning Intention</u> To grow a plant (Plant seeds and care for growing plants)</p>		<p><u>Learning Intention</u> To know some simple information about Spain and say a few simple words in Spanish. (Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.)</p>	
UtW Reception	<p><u>Ongoing skills throughout the year</u> Look closely at similarities, differences, patterns and changes in nature. Understand the effect of changing seasons on the natural world around them. To explore changing states of matter. Know similarities and differences in relation to materials.</p>					
	<p><u>All about Me</u> Compare and contrast characters from stories, including figures from the past.. Talk about members of their immediate family and community. Name and describe people who are familiar to them. Comment on images of familiar situations in the past.</p>	<p><u>Celebrations</u> Compare and contrast characters from stories. Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways Comment on images of familiar situations in the past.</p>	<p><u>Jump Into a Story</u> Compare and contrast characters from stories.</p>	<p><u>Our Wonderful World</u> Recognise some environments that are different to the one in which they live. Recognise some similarities and differences between life in this country and life in other countries. Draw information from a simple map. Know similarities and differences in relation to places and objects.</p>	<p><u>New Life</u> Know similarities and differences in relation to living things. Makes observations of animals and plants and explain why some things occur and talks about changes.</p>	<p><u>In the Garden</u> Explore the natural world around them. Describe what they see, hear and feel whilst outside. Look closely at similarities, differences, patterns and changes in nature.</p>
	<p><u>Learning Intention</u> To find out about something that your family celebrates and talk to the class about it.</p>		<p><u>Learning Intention</u> To talk about a place/country that is special to them or that they have visited and talk to the class about it.</p>		<p><u>Learning Intention</u> To complete some simple Science experiments.</p>	

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Expressive Art and Design	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	<p><u>On-going Skills throughout the year</u> Notices what other children and adults do, mirroring what is observed, adding variations and then doing it spontaneously Respond to what they have heard, expressing their thoughts and feelings Continues to explore colour and how colours can be changed Listen with increased attention to sounds Enjoys joining in with moving, dancing and ring games</p>					
	<p><u>Imaginative</u> Take part in simple pretend play, using an object to represent something else even though they are not similar. <u>Art and Design</u> Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Join different materials and explore different textures. <u>Music</u> Remember and sing entire songs and rhymes Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p>		<p><u>Imaginative</u> Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. <u>Art and Design</u> Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. Show different emotions in their drawings – happiness, sadness, fear etc. Explore colour and colour- mixing. Explore different materials freely, in order to develop their ideas about how to use them and what to make. <u>Music</u> Clap or tap to the pulse of songs or music, and encourage children to do this.</p>		<p><u>Imaginative</u> Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. <u>Art and Design</u> Use drawing to represent ideas like movement or loud noises. Develop their own ideas and then decide which materials to use to express them. <u>Music</u> Create their own songs, or improvise a song around one they know Play instruments with increasing control to express their feelings and ideas.</p>	
	<p><u>Learning Intention</u> To create a drawing and give it meaning (Create closed shapes with continuous lines, and begin to use these shapes to represent objects)</p>		<p><u>Learning Intention</u> To learn and perform action nursery rhymes (Clap or tap to the pulse of songs or music, and encourage children to do this)</p>		<p><u>Learning Intention</u> Uses various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces</p>	
	Expressive Art and Design Reception	<p><u>On-going Skills throughout the year</u> Watch and talk about dance and performance art, expressing their feelings and responses Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore and engage in music making, performing solo or in groups. Develop storylines in their pretend play. Create collaboratively, sharing ideas, resources and skills. Develop an understanding of using lines to enclose a space and begins to use drawing to represent objects based on imagination, observation and experience.</p>				
<p><u>Art</u> Develop an understanding of using lines to enclose a space.</p>		<p><u>Art</u> Explore and use a range of materials when working creatively.</p>		<p><u>Art</u> Use their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and</p>		

<p>Use drawing to represent objects. Select painting materials, an apron and know where to put their finished painting. To explore making marks using a range of tools and resources. Name a variety of colours and explore, colour mixing using paints. Create observational drawings using pencils. To create a 3d landscape picture using objects.</p> <p>Design Explore using sticky tape and masking tape to stick on different items and surfaces. Know how to use a tape dispenser. Select and use different tape to join things together. To design a fruit and vegetable soup recipe. To observe and help with the use of tools to prepare ingredients.</p> <p>Music Play pitch-matching games, humming or singing short phrases for children to copy. Use songs with and without words – children may pitch match more easily with sounds like ‘ba’. Offer opportunities for children to go to a live performance, such as a pantomime, play, music or dance performance.</p>	<p>Explore working with paint on different surfaces and in different ways. Know the items needed and set up own painting station. To explore paint. To explore texture and colours as they paint. To talk about abstract and figurative art. To make child led collages.</p> <p>Design Know how to use a stapler safely. Experiment with a range of joining equipment to fix materials together. To explore and investigate tools and materials in the junk modelling area. To develop scissor skills. To learn how to plan and select the correct resources needed to make a model.</p> <p>Music Give children an insight into new musical worlds. Introduce them to different kinds of music from across the globe, including traditional and folk music from Britain. Model how to tap rhythms to accompany words, such as tapping the syllables of names, objects, animals and the lyrics of a song. Encourage children to create their own music. Sing call-and-response songs, so that children can echo phrases of songs you sing. music with instruments and sound makers</p>	<p>develop their thinking. Use a finer paintbrush to make controlled marks and add detail to their painting. To explore clay and other malleable materials and their properties. To create a sculpture.</p> <p>Design Begin to use what they know about equipment to make appropriate choices to fix and join items. Apply skills to join items such as a cylinder to a flat surface. Evaluate the effectiveness of chosen methods as adapt when needed. To develop threading and weaving skills. To apply weaving skills using a range of materials. To use threading or sewing to design and make a bookmark.</p> <p>Music Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops. Notice and encourage children to keep a steady beat, this may be whilst singing and tapping their knees, dancing to music, or making their own. Play movement and listening games that use different sounds for different movements. Provide opportunities for the children to sing in a group or on their own increasingly matching the pitch and following the melody.</p>
<p>Learning Intention To know how to join different materials together</p>	<p>Learning Intention To perform a simple song whilst keeping a steady beat.</p>	<p>Learning Intention To create Art and Music independently, talking about what they did and why.</p>

RE	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
R.E Nursery	<u>On-going Skills throughout the year</u> Learning about the Catholic Faith Learning from the Catholic Faith Learning about the life of Jesus through the Bible, and the Church Learning how to follow Jesus					
	God's Wonderful World <ul style="list-style-type: none"> Children begin to hear about God's wonderful world. They come to know that God loves each one always and at all times. 	My Family <ul style="list-style-type: none"> Children know that they are special within their family. They come to know that Jesus is God the Father's Son. Children hear the story of Christmas. They come to know that Mary is the mother of Jesus. 	The Holy Family <ul style="list-style-type: none"> Children know that Mary is the Mother of Jesus. They come to appreciate their friendship with Jesus. They come to know that Jesus helps us to choose the good. Children are able to join in simple prayers and hymns. They learn to respect each other and respect adults. 	Good Friends Children learn to respect each other and to respect adults. <ul style="list-style-type: none"> They learn to form and experience good relationships. They learn to say 'sorry' when necessary. They hear about what happened at Easter. 	New Life <ul style="list-style-type: none"> Children learn to show care for one another. They hear the story of Easter. Children come to know that Sunday is a special day for the Church family to come together to celebrate. They experience praying with others as a celebration. 	Our Church Family Children will experience that a church is a special place where God's People gather to pray. <ul style="list-style-type: none"> They will come to know that Sunday is a special day for the Church family who come together to celebrate. Children will experience praying with others as a celebration. They will be able to join in simple prayers and hymns.
	<u>Learning Intention</u> To sit quietly during a short prayer	<u>Learning Intention</u> To sit quietly during a short bible story	<u>Learning Intention</u> To join in with a simple prayer	<u>Learning Intention</u> To know Jesus loves us	<u>Learning Intention</u> To know the Bible is a special book	<u>Learning Intention</u> To bless themselves to begin and end a prayer
	R.E Reception					
<u>On-going Skills throughout the year</u> Learning about the Catholic Faith Learning from the Catholic Faith Learning about the life of Jesus through the Bible, and the Church Learning how to follow Jesus						
God's world. Children come to know that God loves each one always and at all times. They begin to hear about God's wonderful world	God's Family. <ul style="list-style-type: none"> Children hear the story of Christmas. They come to know that Mary is the Mother of Jesus. They will be able to join in simple prayers and hymns. 	Jesus. <ul style="list-style-type: none"> Children come to know that Jesus is God the Father's Son. They come to appreciate friendship with Jesus. Children know that Jesus helps us to choose the good. They know that Jesus cured people who were ill. 	Jesus son of God. Children know that Jesus can help us to choose the good. <ul style="list-style-type: none"> They learn to take responsibility for choices and actions. They learn to say sorry. They learn to show care for one another. 	Jesus is alive in me. Children learn to show care for one another. <ul style="list-style-type: none"> They hear the story of Easter. They come to know that Sunday is a special day for the church family to come together to celebrate. Children experience praying with others as a celebration. 	The Church Children experience that a church is a special place where God's People gather to pray. <ul style="list-style-type: none"> They come to know that Sunday is a special day for the Church family who come together to celebrate. They come to appreciate their friendship with Jesus through Baptism. Children will experience praying with others as a celebration. They will join in simple prayers and hymns. 	
<u>Learning Intention</u> To begin to join in with traditional prayers	<u>Learning Intention</u> To know Mary is the Mother of Jesus	<u>Learning Intention</u> To know that Jesus is the Son of God	<u>Learning Intention</u> To recall some Bible stories	<u>Learning Intention</u> Jesus rose again at Easter	<u>Learning Intention</u> To take part leading prayers and join in with worship	