



*St Gregory's Catholic Primary School*  
*'Walking Together in the Light of the Lord'*

# Reception Long Term Curriculum Plan

Project	Autumn 1 Me and My Community Exploring Autumn	Autumn 2 Dangerous Dinosaurs	Spring 1 Winter Wonderland	Spring 2 Once Upon A Time	Summer 1 Sunshine & Flowers	Summer 2 Big Wide World
Project Overview	<p>Settling into school, new rules and routines and the importance of friendship.</p> <p>The natural changes that happen during the season of Autumn, including how the weather changes, why trees lose their leaves &amp; how wild animals prepare for Winter.</p>	<p>This project teaches children about the different animals that roamed Earth millions of years ago and how they are related to animals that live on Earth today.</p>	<p>This project teaches children about the changes that happen during winter, including the types of weather associated with winter. It also explores places that have snow all year round and the types of animals that live there.</p>	<p>This project supports children to develop a love of stories and reading. It encourages children to learn, retell and act out familiar and traditional tales including Cinderella, Goldilocks, Little Red Riding Hood, The Three Little Pigs and The Three Billy Goats Gruff.</p>	<p>This seasonal project provides opportunities for outdoor learning and teaches children how to care for the plants and animals in their local environment and how to stay safe in the sun.</p>	<p>This project teaches children about the global community to which they belong and explores how living things, communities and climates differ around the world.</p>

## Fundamental British Values (Ongoing)

**Democracy:** Making decisions together (PSED: BR, MS and SR) Children to know their views count, value each other's views and values and talks about their feelings. When appropriate demonstrate democracy in action, for example children sharing views on the theme of their role play area with a show of hands.

**Rule of Law:** Understanding rules matter (PSED: BR, MS and SR) Children understand their own and others' behaviour and its consequences and learn to distinguish right from wrong. Rules and codes of behaviour, for example, to agree the rules about tidying up and rules apply to everyone.

**Individual Liberty Freedom for all:** (PSED: BR, MS and SR; UW: P, C and C) Develop a positive sense of themselves, develop their self-knowledge, self-esteem and increase their confidence and their own abilities. For example, talking about their experiences and learning. Explore language of feelings and responsibility, reflect on their differences, and understand we are free to have different opinions ([Link to Mindfulness](#))

**Mutual respect and tolerance:** treat others as you want to be treated (PSED: BR, MS and SR, UW: P, C and C) Ethos of inclusivity and intolerance where views, faiths cultures and races are valued. Children are engaged with the wider community. Acquire tolerance and appreciation of and respect from their own and other cultures. Know about similarities and differences about themselves and others and among families, faiths, communities' cultures and traditions. Share and discuss practises, celebrations, and experiences. Importance of tolerant behaviours such as sharing and respecting other opinions, promote diverse attitudes and challenge stereotypes, for example, sharing stories that reflect and value the diversity of children's experiences and providing resources and activities that challenge gender, cultural and racial stereotyping.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Religious Education</b>	<p><b><u>Creation and Covenant</u></b></p> <p><b><u>Believe</u></b> God is love God made each one of us God loves each one of us as a unique person. God made a wonderful world and what God creates is good. God loves us and we are part of a family. <b>CST</b> God made the Earth and sky. God made all the people all over the world. God made all the animals. God made all the plants. God made the air, the ground and the water. And God tells us we must take good care of them. It is an important job!</p>	<p><b><u>Prophecy and Promise</u></b></p> <p><b><u>Hear</u></b> The Wise men visit Jesus. (Matthew 2:1-12) The visit of the Magi (Matthew 2:1-12) Jesus welcomes the little children (Mark 10:13-16) <b><u>Believe</u></b> Jesus is God's son and was born for everyone. The magi visited Jesus with gifts. Jesus' birth is celebrated at Christmas. Jesus came to show God's love and welcome everyone Jesus takes care of everyone. <b><u>Live</u></b> We welcome and show love to everyone in our words and actions as Jesus does.</p>	<p><b><u>Galilee to Jerusalem</u></b></p> <p><b><u>Hear</u></b> The Wise men visit Jesus. (Matthew 2:1-12) The visit of the Magi (Matthew 2:1-12) Jesus welcomes the little children (Mark 10:13-16)  The Feeding of the Five Thousand (John 6:1-14) <b><u>Believe</u></b> Jesus is God's son and was born for everyone. The magi visited Jesus with gifts. Jesus' birth is celebrated at Christmas. Jesus came to show God's love and welcome everyone. Jesus takes care of everyone.</p>	<p><b><u>Desert to Garden</u></b></p> <p><b><u>Hear</u></b> Lent is a time to care for others. Love God and love everyone (great commandment). The great commandment (Lk 10:25-28). A simplified version of key events of Holy Week especially Good Friday and Easter Sunday (to enable pupils to recognise key events). Jesus died on a cross. It is a sad time. Jesus was given new life by God his Father. Jesus rose and everyone celebrates.  <b><u>Believe</u></b> Caring for others in Lent. Listen to and talk about the season of Lent and Easter. Simple religious symbols in Lent and Easter Jesus died on Good Friday and rose again on Easter Sunday</p>	<p><b><u>To the Ends of the Earth</u></b></p> <p><b><u>Hear</u></b> Jesus went back to his Father. Jesus sent a special friend, the Holy Spirit, to look after us. The story of Pentecost The early Christian Community.  <b><u>Believe</u></b> Jesus rose and we celebrate. The Holy Spirit is our friend. The Holy Spirit looks after us. Coming of the Holy Spirit at Pentecost. The Good News of Jesus lived out by the early Christian community.</p>	<p><b><u>Dialogue and Encounter</u></b></p>

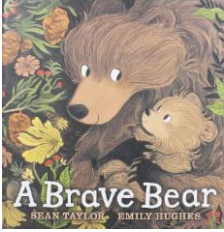
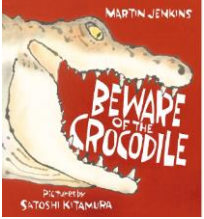
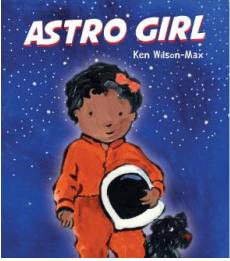

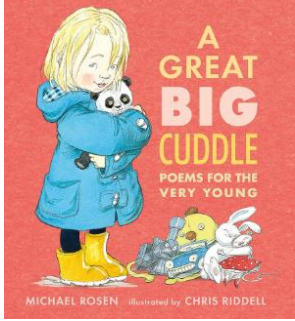

	<p><b><u>Celebrate</u></b> The words and actions of the sign of the cross, 'In the name of the Father, and of the Son and of the Holy Spirit. Amen' Give thanks for God's wonderful world. Celebrate God's beautiful world. The words and actions of the sign of the cross. We enter God's family, the Church, through Baptism.</p> <p><b><u>Live</u></b> Look after me. Look after God's world. Care and love for self, family, others and God's world. <b>CST</b> God made each of us, so each one of us is very special. We</p>	<p>We are called to help the poor and hungry.</p> <p><b><u>Celebrate</u></b> The Glory Be is a special prayer.</p>	<p><b><u>Live</u></b> We welcome and show love to everyone in our words and actions as Jesus does. We welcome and show love to everyone with in our words and actions as Jesus does. We are called to help the poor and hungry.</p> <p><b><u>Celebrate</u></b> That the Church prays the Glory Be as a response to the coming of Jesus. The Glory Be is a special prayer.</p>	<p>Celebrate with signs and symbols – hot cross buns, garden growth, Easter eggs. Celebrate with signs and symbols – hot cross buns, garden growth, Easter eggs.</p> <p><b><u>Live</u></b> Various cultures celebrate Lent and Easter in different ways, for example: pancakes, hot cross buns, Easter eggs. Trying to help others by what we do in Lent. Care for others. Celebrate with signs and symbols – hot cross buns, garden growth, Easter eggs. Celebrate with signs and symbols – hot cross buns, garden growth, Easter eggs. Celebrate with signs and symbols – hot cross buns, garden growth, Easter eggs.</p> <p><b><u>Celebrate</u></b> The Church uses purple and ashes as signs of Lent and being sorry. Simple signs of Lent – colour purple, seeds, growing. Representations of Holy Week and Easter:</p>	<p>The parish church. We gather with friends at church, especially on Sunday.</p> <p><b><u>Live</u></b> All people are God's children.</p> <p>The parish church and the parish family meet there to celebrate.</p> <p>The parish church. We gather with friends at church, especially on Sunday.</p>	
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must treat others  
in a caring way  
because God  
made them too.  
***The Dignity of the  
human person.***

palms, the cross,  
Easter gardens, and symbols  
of new life.  
Simple signs of Easter –  
colour white, growth, Easter  
Garden.

<b>Deliberate Teaching of new language</b>	God, creation, made, care, love, Earth, stewardship, Baptism, Sign of the Cross, oil, water, family	Mary, Jesus, Nativity, Advent, wreath, angels, Bethlehem, crib, stable, manger, shepherds	Mary, Joseph, Jesus, Magi, Wise Men, Camel, Visit, Gift, Gold, Bless, Welcome, Love, Feed, Share, Miracle	Lent, Ash Wednesday, desert, grow, Jerusalem, palm leaves, cross, died, suffer, resurrection, Easter	Heaven, Holy Spirit, Fire, Wind, Languages, Fruits, Church, Tabernacle, Family, Community, Pray, Share, Good News	
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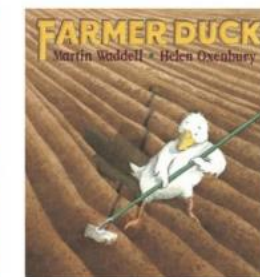
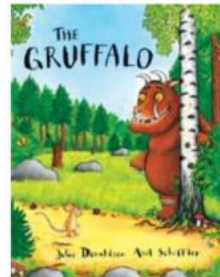
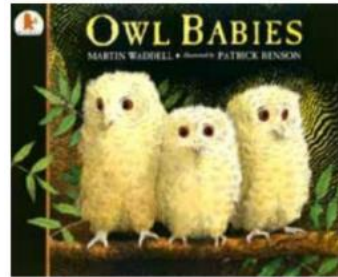
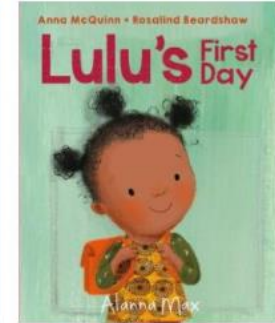
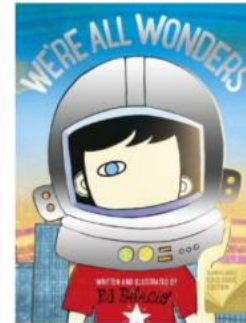
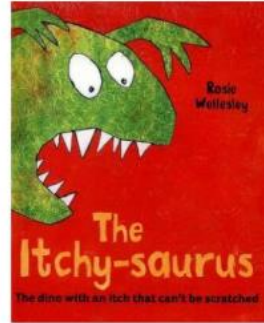
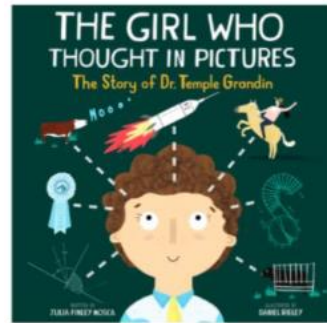
# LITERACY

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>Book Focus/ Key Texts</b>	<p>A Brave Bear by Sean Taylor &amp; Emily Hughes</p> 	<p>Beware of the Crocodile by Martin Jenkins and Satoshi Kitamura</p> 	<p>Astro Girl by Ken Wilson Max</p> 	<p>Please Mr Magic Fish by Jessica Souhami</p> 	<p>A Great Big Cuddle by Michael Rosen</p> 	<p>On Sudden Hill by Linda Sarah and Benji Davies</p> 
<b>Deliberate teaching of new vocabulary</b>	<p>grassy, bushy, hottest, jumpiest, wettest then, after that ...in the world; ...from rock to rock; I got myself ready. I got myself steady...</p>	<p>Hunting down, lunge, hide, splash, snap, twirling, swallow, cruising, snoozing, scary, big, fussy, determined, cunning, hungry</p>	<p>planet, asteroid, blast off moon, night, mum, dad, Mars, sun, comet, Saturn.</p>	<p><i>small; smaller; little; large; big; bigger; vast; huge; barely enough; full of; just one more; some; all, dearest, choppy, stormy, boiling, dark.</i></p>	<p><i>plom, mom, gom, flom, chom, terrible, berrible</i></p>	<p><i>sparkly, incredible, amazing, squashed, content, happy, exhilarated, sad, upset, tearful, frustrated, confused, cross, angry, sulky, lonely</i></p>
	<p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> <li>○ print has meaning</li> <li>○ print can have different purposes</li> <li>○ we read English text from</li> </ul>	<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>▪ Read and understand simple sentences</li> <li>▪ Use phonic knowledge to decode regular words and read them aloud accurately</li> </ul>	<p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> <li>○ print has meaning</li> <li>○ print can have different purposes</li> <li>○ we read English text from left to</li> </ul>	<p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> <li>○ print has meaning</li> <li>○ print can have different purposes</li> <li>○ we read English text from left to right and from top to bottom</li> <li>○ the names of the different parts of a book</li> </ul>	<p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> <li>○ print has meaning</li> <li>○ print can have different purposes</li> <li>○ we read English text from left to right and from top to bottom</li> <li>○ the names of the different parts of a book</li> </ul>	<p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> <li>○ print has meaning</li> <li>○ print can have different purposes</li> <li>○ we read English text from left to right</li> </ul>

	<p>left to right and from top to bottom</p> <ul style="list-style-type: none"> <li>○ the names of the different parts of a book</li> </ul> <p>page sequencing</p> <ul style="list-style-type: none"> <li>▪ Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</li> <li>▪ Read and understand simple sentences.</li> <li>▪ Use phonic knowledge to decode regular words and read them aloud accurately.</li> <li>▪ Read some common irregular words.</li> <li>▪ Demonstrate understanding when talking with others about what they have read.</li> <li>▪ Use some of their print and letter knowledge</li> </ul>	<ul style="list-style-type: none"> <li>▪ Read some common irregular words</li> <li>▪ Demonstrate understanding when talking with others about what they have read</li> <li>▪ Use vocabulary and forms of speech that are increasingly influenced by their experiences of books <ul style="list-style-type: none"> <li>▪ Know that information can be retrieved from books and computers</li> </ul> </li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>▪ Use phonic knowledge to write words in ways which match their spoken sounds</li> <li>▪ Write some irregular common words</li> <li>▪ Write simple sentences which can be read by themselves and others</li> <li>▪ Spell some words correctly and make phonetically</li> </ul>	<p>right and from top to bottom</p> <ul style="list-style-type: none"> <li>○ the names of the different parts of a book</li> <li>○ page sequencing</li> </ul> <p>Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</p> <ul style="list-style-type: none"> <li>🔗 Read and understand simple sentences.</li> <li>🔗 Use phonic knowledge to decode regular words and read them aloud accurately.</li> <li>🔗 Read some common irregular words.</li> <li>🔗 talking with others about what they have read.</li> <li>🔗 Use some of their print and letter knowledge in their early writing.</li> <li>🔗 Write some letters accurately.</li> </ul>	<ul style="list-style-type: none"> <li>○ page sequencing</li> <li>▪ Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</li> <li>▪ Read and understand simple sentences. <ul style="list-style-type: none"> <li>▪ Use phonic knowledge to decode regular words and read them aloud accurately.</li> </ul> </li> <li>▪ Read some common irregular words. <ul style="list-style-type: none"> <li>▪ Demonstrate understanding when talking with others about what they have read.</li> <li>▪ Use some of their print and letter knowledge in their early writing.</li> <li>▪ Write some letters accurately.</li> <li>▪ Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</li> <li>▪ Re-read what they have written to check that it makes sense.</li> <li>▪ Use their phonic knowledge to write words in ways which</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>○ page sequencing</li> <li>▪ Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</li> <li>▪ Read and understand simple sentences. <ul style="list-style-type: none"> <li>▪ Use phonic knowledge to decode regular words and read them aloud accurately.</li> </ul> </li> <li>▪ Read some common irregular words. <ul style="list-style-type: none"> <li>▪ Demonstrate understanding when talking with others about what they have read.</li> <li>▪ Use some of their print and letter knowledge in their early writing.</li> <li>▪ Write some letters accurately.</li> <li>▪ Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</li> <li>▪ Re-read what they have written to check that it makes sense.</li> </ul> </li> </ul> <p>Develop their phonological awareness, so that they can:</p>	<p>and from top to bottom</p> <ul style="list-style-type: none"> <li>○ the names of the different parts of a book</li> <li>○ page sequencing</li> </ul> <p>Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</p> <ul style="list-style-type: none"> <li>▪ Read and understand simple sentences. <ul style="list-style-type: none"> <li>▪ Use phonic knowledge to decode regular words and read them aloud accurately.</li> </ul> </li> <li>▪ Read some common irregular words.</li> <li>▪ Demonstrate understanding when talking with others about what they have read.</li> <li>▪ Use some of their print and letter knowledge in their early writing.</li> <li>▪ Write some letters accurately.</li> </ul>
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	<p>in their early writing.</p> <ul style="list-style-type: none"> <li>▪ Write some letters accurately.</li> <li>▪ Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</li> <li>▪ Re-read what they have written to check that it makes sense.</li> <li>▪ Use their phonic knowledge to write words in ways which match their spoken sounds.</li> <li>▪ Write some irregular common words.</li> <li>▪ Write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</li> </ul>	<p>plausible attempts at others</p>	<ul style="list-style-type: none"> <li>🔍 Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</li> <li>🔍 Re-read what they have written to check that it makes sense.</li> <li>🔍 Use their phonic knowledge to write words in ways which match their spoken sounds.</li> <li>🔍 Write some irregular common words.</li> <li>🔍 Write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</li> </ul>	<p>match their spoken sounds.</p> <ul style="list-style-type: none"> <li>▪ Write some irregular common words. <ul style="list-style-type: none"> <li>▪ Write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ spot and suggest rhymes</li> <li>▪ count or clap syllables in a word</li> <li>▪ recognise words with the same initial sound, such as money and mother</li> <li>▪ Engage in extended conversations about stories, learning new vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. <ul style="list-style-type: none"> <li>▪ Re-read what they have written to check that it makes sense.</li> <li>▪ Use their phonic knowledge to write words in ways which match their spoken sounds.</li> <li>▪ Write some irregular common words.</li> <li>▪ Write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</li> </ul> </li> </ul>
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Literacy  
Supplementary  
Texts from St  
Gregory's  
Reading Spine



Poetry Spine  
including  
Recitals

Year Group	Advent term	Lent Term	Pentecost Term
<b>R</b> Nursery Rhymes	<i>Heads, shoulder s, knees and toes</i> <i>My hat by Tony Mitton</i> <i>Jack and Jill</i> <i>Humpty Dumpty</i> <i>Growing by Tony Mitton</i> <i>10 little monkeys jumping on the bed</i> <i>Bubbles by James carter</i> <i>Ten green bottles</i> <i>Sing a song of sixpence</i> <i>Twinkle <u>twinkle</u> little star</i> <i>Christmas songs</i>	<i>A sailor went to sea <u>sea sea</u></i> <i>Inside a shell by John Foster</i> <i>One, two, three, four, five</i> <i>Five little ducks</i> <i>Five little speckled frogs</i> <i>The Queen of Hearts</i> <i>Five currant buns</i> <i>It's raining, it's pouring</i> <i>Ring a ring o' roses</i> <i>Mary had a Little Lamb</i> <i>There's a tiny caterpillar on a leaf</i>	<i>There was an old lady</i> <i>Hickory dickory dock</i> <i><u>Incey Wincey</u> spider</i> <i>Old Macdonald had a farm</i> <i>Little Miss <u>Muffet</u></i> <i>London Bridge is falling down</i> <i>The wheels on the bus</i> <i>Row <u>row row</u> your boat</i> <i>Zoom <u>zoom zoom</u></i> <i>The Grand Old Duke of York</i> <i>I am a music man</i>
<b>Poetry Recital</b>			
R	Humpty Dumpty (Traditional)	Five little speckled frogs	The Grand old Duke of York

<p><b>Phonics</b></p>	<p><b>Set 1 sounds (Assess group b by end of half term).</b></p> <ul style="list-style-type: none"> <li>• Teach Set 1 Sounds</li> <li>• Teach Word Time 1.1– 1.3 words – learning to blend</li> <li>• Spell using Fred Fingers</li> <li>• Fred Talk.</li> </ul> <p>At the next assessment, children should be able to read most Set 1 single-letter sounds (16 sounds or more).</p>	<p><b>Set 1 sounds (assess at group c by end of half term)</b></p> <p>Read all single letter sounds speedily.</p> <p>Oral blending Word time – ready to move to green words. Spelling with Fred fingers (Progress groups).</p> <p>Group B:</p> <ul style="list-style-type: none"> <li>• Teach gaps in Set 1 single-letter sounds</li> <li>• Teach Word Time 1.1– 1.4 - learning to blend</li> <li>• Spell using Fred Fingers</li> <li>• Fred Talk.</li> </ul> <p>Group C:</p> <ul style="list-style-type: none"> <li>• Teach gaps in Set 1 single-letter sounds</li> <li>• Teach Word Time 1.1–1.5 - learning to blend / blending independently</li> <li>• Spell using Fred Fingers</li> <li>• Fred Talk.</li> </ul>	<p><b>Ditty</b></p> <ul style="list-style-type: none"> <li>• Teach Word Time 1.5-1.6</li> <li>• Review Word Time 1.1-1.4</li> <li>• Nonsense words (3 sound words)</li> <li>• Spell using Fred Fingers.</li> </ul> <p>At the next assessment, children should be able to:</p> <ul style="list-style-type: none"> <li>• Read all Set 1 Sounds speedily, including Special Friends</li> <li>• Read Word Time 1.6 words with Fred Talk</li> <li>• Read 3 sound nonsense words with Fred Talk.</li> </ul>	<p><b>Red</b></p> <p>Quickly review Set 1 Sounds (reading)</p> <ul style="list-style-type: none"> <li>• Teach Word Time 1.6- 1.7 (4 and 5 sound words)</li> <li>• Review Word Time 1.1- 1.5</li> <li>• Nonsense words (3 and 4 sound words)</li> <li>• Spell using Fred fingers.</li> </ul> <p>At the next assessment, children should be able to:</p> <ul style="list-style-type: none"> <li>• Read Word Time 1.6-1.7 (4 and 5 sounds) Phonics Green Words with Fred Talk</li> <li>• Read 3 and 4 sounds nonsense words with Fred Talk.</li> </ul>	<p><b>Green</b></p> <p>Set 2 Speed Sound Lesson</p> <ul style="list-style-type: none"> <li>• Teach Set 2 Sounds and corresponding Phonics Green Words</li> <li>• Review Set 1 and previously taught Set 2 Phonics Green Words</li> <li>• Nonsense words</li> <li>• Spell using Fred Fingers.</li> </ul> <p>At the next assessment, children should be able to:</p> <p>Read the first six Set 2 Sounds (ay, ee, igh, ow, oo, oo) speedily</p> <ul style="list-style-type: none"> <li>• Read these sounds in Phonics Green and nonsense words with Fred Talk</li> </ul>	<p><b>Purple</b></p> <ul style="list-style-type: none"> <li>• Read all 37 sounds (set 1 and 6 of set 2 sounds)</li> <li>• Speedily read 1.7 words</li> </ul> <p>Spelling with Fred fingers Story books</p>
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<b>Writing</b>	<p>Words, lists, cards and captions</p> <p>Writes their name independently Form the capital letter at the start of their name correctly</p> <p>Form some recognisable letters</p>	<p>Words, lists, cards and captions</p> <p>Form capital letters correctly in words that are important to them e.g. family names Form some recognisable letters</p>	<p>Simple sentences</p> <ul style="list-style-type: none"> <li>• High frequency words introduced</li> <li>• Begin to combine words to write short phrases</li> </ul>	<p>Simple sentences</p> <ul style="list-style-type: none"> <li>• High frequency words</li> <li>• Spell a range of words using single sounds and taught special friends</li> <li>• Form letters with increasing accuracy</li> </ul>	<p>Sentences using high frequency words</p> <ul style="list-style-type: none"> <li>• Be able to form lower-case and some capital letters correctly</li> <li>• To begin to write simple sentences that can be read by others</li> </ul>	<p>Sentences using high frequency words</p> <ul style="list-style-type: none"> <li>• Use a capital letter and full stop when writing sentences.</li> <li>• Re-read their writing to check that it makes sense.</li> </ul>
<b>Reading</b>	<ul style="list-style-type: none"> <li>• Spell CVC words using Fred Fingers</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to write simple labels and captions</li> </ul>	<ul style="list-style-type: none"> <li>• Spell words confidently using Fred Fingers</li> <li>• Form letters with increasing accuracy</li> </ul>	<ul style="list-style-type: none"> <li>• Write simple phrases with increasing confidence, using Fred Fingers to help sound out words</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to spell some common exception words correctly</li> </ul>	<ul style="list-style-type: none"> <li>• Spell a range of common exception words correctly</li> </ul>
<b>Reading for Pleasure</b>	<p>Building up children's knowledge of specifically chosen books to share and retell.</p>					

<p><b>Music</b></p> <p><b>(Charanga)</b></p>	<p>Me!</p> <p>Explore: growing, homes, colour, toys, how I look</p> <p>Main Songs:</p> <ul style="list-style-type: none"> <li>• Pat-a-cake</li> <li>• 1, 2, 3, 4, 5, Once I Caught a Fish Alive</li> <li>• This Old Man</li> <li>• Five Little Ducks</li> <li>• Name Song</li> <li>• Things For Fingers</li> </ul>	<p>My Stories</p> <p>Explore: using your imagination, Christmas, Festivals, Fairies, Pirates, Treasure, Superheroes, Let's pretend, Once upon a time</p> <p>Main Songs:</p> <ul style="list-style-type: none"> <li>• I'm A Little Teapot</li> <li>• The Grand Old Duke Of York</li> <li>• Ring O' Roses</li> <li>• Hickory Dickory Dock</li> <li>• Not Too Difficult</li> <li>• The ABC Song</li> </ul>	<p>Everyone!</p> <p>Explore: family, friends, people and music from around the world</p> <p>Main Songs:</p> <ul style="list-style-type: none"> <li>• Wind The Bobbin Up</li> <li>• Rock-a-bye Baby</li> <li>• Five Little Monkeys Jumping On The Bed</li> <li>• Twinkle Twinkle</li> <li>• If You're Happy And You Know It</li> <li>• Head, Shoulders, Knees And Toes</li> </ul>	<p>Our World</p> <p>Explore: animals, jungle, minibeasts, night and day, sand and water, seaside, seasons, weather, sea, space</p> <p>Main Songs:</p> <ul style="list-style-type: none"> <li>• Old Macdonald</li> <li>• Incy Wincy Spider</li> <li>• Baa Baa Black Sheep</li> <li>• Row, Row, Row Your Boat</li> <li>• The Wheels On The Bus</li> <li>• The Hokey Cokey</li> </ul>	<p>Big Bear Funk</p> <p>Unit 1 Big Bear Funk - A Transition</p> <p>Unit: 1. Listen and Appraise 2. Musical Activities - learn about the interrelated dimensions of music through singing, improvising and playing classroom instruments 3. Perform and Share</p> <p>Unit 2 Reect, Rewind and Replay: Consolidation of learning and contextualising the history of music.</p>	<p>Reflect, Rewind and Replay</p> <p>Main Songs:</p> <ul style="list-style-type: none"> <li>• Big Bear Funk</li> <li>• Baa Baa Black Sheep</li> <li>• Twinkle Twinkle Spider</li> <li>• Incy Wincy Spider</li> <li>• Rock-a-bye Baby</li> <li>• Row, Row, Row Your Boat</li> </ul> <p>A consolidation of the year's work, prepare for a performance and look at the history of music.</p>
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<b>Other Songs and Rhymes</b>	Days of the Week Song.  Months of the Year song  Big Numbers song  Numbers help me count  Down in the Jungle	Months of the Year Song.  Big Red Combine Harvester  Christmas Nativity Songs!		Easter Songs	Nursery Rhymes and Songs -Five Little Speckled Frogs -Where is the Beehive -There's a Tiny Caterpillar -Insy, wincy Spider -Wiggly Woo  The Ants go Marching Song	
<b>Role Play</b> <i>This may change due to children's interests</i>	Ice Cream shop	Santa's Grotto  Santa's Workshop	Flower Market	Fire Station	Café	Farm Shop
<b>Physical Development</b>  <b>Handwriting</b>	Dough Disco  Hygiene, personal needs and dressing.	Dough Disco  Introduce Penpals handwriting – Long ladder letters: L, l, t, u, j, y	Penpals handwriting – One armed robot letters: R, b, n, h, m, k, p  Healthy diet and exercise	Penpals letters – Introducing capitals for one-armed robot letters and long ladder letters  Healthy diet and exercise	Penpals letters – Introducing curly caterpillar letters c, a, d, o, s, g, q, e, f	Penpals letters – Introducing zig-zag monster letters – z, v, w, x, Introducing capitals for zig-zag monster letters

		Importance of physical exercise.				Dictation of sentences
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<p><b>Communication &amp; Language</b></p>	<p>Become familiar with our repeated reads and begin talking about the settings and the characters</p> <ul style="list-style-type: none"> <li>• Begin to build a bank of specific vocabulary when talking about families and autumn</li> <li>• Enhance their repertoire of songs and rhymes</li> <li>• Begin to share non-fiction books</li> </ul> <p>Comprehension</p> <p>Retell the repeated read books</p> <ul style="list-style-type: none"> <li>• Share non-fiction books as a group to understand vocabulary about ourselves, family, and school, our local</li> </ul>	<p>Develop a range of social phrases for use throughout the day</p> <ul style="list-style-type: none"> <li>• Know why it is important to listen in a range of different contexts</li> <li>• Share their ideas with their friends and a familiar adult</li> <li>• Begin to ask questions to find out more</li> <li>• Use taught vocabulary with growing confidence when playing and talking</li> <li>• Use past tense appropriately when talking about things that have happened</li> <li>• Use phrases from the repeated read stories when looking at the books independently.</li> <li>• Begin to pay attention to how rhymes and songs sound</li> </ul>	<p>Continue to develop their knowledge of subject specific and every day vocabulary</p> <ul style="list-style-type: none"> <li>• Talk about a range of objects and events in greater detail.</li> <li>• Share their thoughts and ideas with increasing confidence with a larger group</li> <li>• Begin to use future tense correctly when talking about things that are going to happen</li> <li>• Retell the repeated read stories using their own words and familiar phrases</li> <li>• Show an awareness of rhyming words in familiar rhymes and songs</li> <li>• Listen to and talk about familiar nonfiction books</li> </ul>	<p>Use taught vocabulary with confidence when talking and playing</p> <ul style="list-style-type: none"> <li>• Use vocabulary gained from books when talking and playing. Listen attentively in a greater range of contexts</li> <li>• Be able to talk about their thoughts and ideas using longer sentences</li> <li>• Begin to use a range of tenses when speaking</li> <li>• Talk about familiar stories in greater detail</li> <li>• Begin to suggest an appropriate rhyming word to complete a phrase from a familiar rhyme or song</li> </ul> <p>Comprehension</p> <p>Talk about familiar stories in greater detail (character, settings)</p> <ul style="list-style-type: none"> <li>• Begin to predict what might happen next in stories</li> </ul>	<p>Continue to learn and use new vocabulary throughout the day</p> <ul style="list-style-type: none"> <li>• Narrate events and talk about previous events</li> <li>• Describe events in some detail</li> <li>• Use talk to help work out problems</li> <li>• Begin to ask questions to gain a better understanding / clarify their thinking</li> <li>• Begin to use connectives to connect their ideas when speaking</li> <li>• Talk about what might happen and how things work</li> </ul>	<p>Listen attentively and respond to what they hear when being read to and in whole class discussions</p> <ul style="list-style-type: none"> <li>• Make comments about what they have heard and ask questions to clarify their understanding</li> <li>• Participate in discussions in a range of different contexts</li> <li>• Offer explanations for why things might happen using learned vocabulary</li> <li>• 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 support</li> </ul> <p>Comprehension</p>
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	<p>community and city -Looking after our community and ourselves</p>	<ul style="list-style-type: none"> <li>• Know that non-fiction books can be used to find out information</li> </ul> <p>Comprehension</p> <ul style="list-style-type: none"> <li>• Use phrases from the repeated read stories when looking at the books independently.</li> <li>• Begin to pay attention to how rhymes and songs sound</li> <li>• Know that non-fiction books can be used to find out information • Begin to talk about characters from familiar books</li> </ul>	<p>Comprehension</p> <ul style="list-style-type: none"> <li>• Retell the repeated read stories using their own words and familiar phrases</li> <li>• Show an awareness of rhyming words in familiar rhymes and songs</li> <li>• Listen to and talk about familiar nonfiction books based on appropriate themes</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to suggest an appropriate rhyming word to complete a phrase from a familiar rhyme or song</li> </ul>	<ul style="list-style-type: none"> <li>• Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> <li>• Begin to 'clap out' longer, interesting words in familiar rhymes and songs</li> <li>• Continue to explore nonfiction texts linked with new knowledge and vocabulary</li> </ul> <p>Comprehension</p> <ul style="list-style-type: none"> <li>• Begin to 'clap out' longer, interesting words in familiar rhymes and songs</li> <li>• Continue to explore nonfiction texts linked with new knowledge and vocabulary</li> <li>• Sequence events from familiar stories</li> </ul>	<p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary</p>
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## MATHEMATICS

<p><b>Mathematics</b></p>	<p><u>Number &amp; numerical patterns</u> White Rose Maths</p> <ul style="list-style-type: none"> <li>Getting to know you-baseline (3 weeks)</li> <li>Match and sort</li> <li>Compare Amounts</li> <li>Introduce 1 2 3</li> </ul> <p><u>EYFS Framework</u></p> <ul style="list-style-type: none"> <li>Count objects, actions and sounds</li> </ul> <p><u>Measure, shape and spatial thinking</u> Compare size, mass and capacity EYFS Framework</p> <ul style="list-style-type: none"> <li>Compare length, weight and capacity.</li> <li>Continue, copy and create repeating patterns.</li> </ul>	<p><u>Number &amp; numerical patterns</u> White Rose Maths</p> <ul style="list-style-type: none"> <li>Its me 1,2,3</li> <li>Representing 1,2,3</li> <li>Comparing 1,2,3</li> <li>Composition of 1,2,3</li> <li>Light and Dark</li> </ul> <p>Representing numbers to 5</p> <ul style="list-style-type: none"> <li>One more and less</li> </ul> <p><u>EYFS Framework</u></p> <ul style="list-style-type: none"> <li>Subitise to 3</li> </ul> <p>Link the number symbol (numeral) with its cardinal number value.</p> <ul style="list-style-type: none"> <li>Understand the 'one more than/one less than' relationship between consecutive numbers.</li> </ul> <p><u>Measure, shape and spatial thinking</u></p> <ul style="list-style-type: none"> <li>Circles and triangles</li> </ul>	<p><u>Number &amp; numerical patterns</u> White Rose Maths</p> <ul style="list-style-type: none"> <li>Alive in Five</li> <li>Introducing zero.</li> <li>Comparing numbers to 5</li> <li>Composition of 4 and 5</li> <li>Growing 6,7,8</li> <li>6,7,8</li> <li>Making pairs</li> <li>Combining 2 groups</li> </ul> <p><u>EYFS Framework</u></p> <ul style="list-style-type: none"> <li>Subitise to 5</li> </ul> <p><u>Measure, shape and spatial thinking</u> Alive in 5!</p> <ul style="list-style-type: none"> <li>Comparing mass</li> <li>Compare capacity</li> <li>Growing 6, 7, 8</li> <li>Length and height</li> <li>Time</li> </ul>	<p><u>Number &amp; numerical patterns</u> Building 9 and 10</p> <ul style="list-style-type: none"> <li>9 and 10</li> <li>Comparing numbers to 10</li> <li>Bonds to 10. EYFS Framework</li> <li>Count beyond ten.</li> <li>Compare numbers- 'more than', 'less than', 'fewer', 'the same as', 'equal to'</li> <li>Explore the composition of numbers to 10.</li> <li>Automatically recall number bonds for numbers 0–5 and some to 10.</li> </ul> <p><u>Measure, shape and spatial thinking</u> 3d shape</p> <ul style="list-style-type: none"> <li>Pattern</li> </ul>	<p><u>Number &amp; numerical patterns</u> White Rose Maths</p> <ul style="list-style-type: none"> <li>To 20 and beyond</li> <li>Building numbers</li> <li>Beyond 10</li> <li>Counting patterns</li> <li>Beyond 10</li> <li>First Then Now</li> <li>Adding More</li> <li>Taking Away</li> </ul> <p><u>EYFS Framework</u></p> <ul style="list-style-type: none"> <li>Subitise (recognise quantities without counting) up to 10;</li> <li>Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10,</li> </ul>	<p><u>Number &amp; numerical patterns</u> White Rose Maths</p> <ul style="list-style-type: none"> <li>Find my pattern</li> <li>Doubling</li> <li>Sharing and grouping</li> <li>Even and odd</li> <li>On the move</li> <li>Deepening understanding</li> <li>Patterns and relationships EYFS Framework</li> <li>Have a deep understanding of number to 10, including the composition of each number.</li> </ul> <p><u>Measure, shape and spatial thinking</u> Find my pattern</p> <ul style="list-style-type: none"> <li>Spatial Reasoning</li> <li>Visualise and Build</li> </ul>
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		<ul style="list-style-type: none"> <li>• Positional language</li> <li>• Light and Dark</li> <li>• Shapes with 4 sides</li> <li>• Time</li> </ul>		<p>EYFS Framework • Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</p>	<p>including double facts.</p> <ul style="list-style-type: none"> <li>• Verbally count beyond 20, recognising the pattern of the counting system;</li> </ul> <p><u>Measure, shape and spatial thinking</u></p> <p>Spatial Reasoning</p> <ul style="list-style-type: none"> <li>• Match, rotate</li> <li>• Manipulate</li> <li>• First Then</li> </ul> <p>Now</p> <ul style="list-style-type: none"> <li>• Spatial Reasoning •</li> </ul> <p>Compose and decompose EYFS Framework</p> <ul style="list-style-type: none"> <li>• Select, rotate and manipulate shapes to develop spatial reasoning skills.</li> </ul>	<ul style="list-style-type: none"> <li>• On the Move</li> <li>• Spatial Reasoning</li> <li>• Mapping</li> </ul>
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<b>Winning With Numbers</b>	Wins 50-60	Wins 61-70	Wins 71-80	Wins 81-90	Wins 91-100	Recap of wins
<b>UNDERSTANDING THE WORLD</b>						
<b>Science</b>  <b>Working Scientifically</b>	Seasons- Autumn  Signs of Autumn  -look at conkers, leaves, acorns, pinecones		Seasons- Winter  Change of state - Talk about why something melts or freezes and the change that happen	Under the sea  Seasons- Spring  Signs of spring How different environments differ on earth, land and sea	Circle of life  Seasons- Summer  Farm animals - Learning facts about different animals  Life Cycles	

	<p>Changes in weather</p> <ul style="list-style-type: none"> <li>• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>• Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> <li>• Understand some important processes and changes in the natural world around them,</li> </ul>	<p>Understand where different things grow, e.g. pumpkins</p>	<p>Understand and know about arctic habitats</p>	<p>Habitats for sea creatures</p>	<p>Can talk about the life cycle of a duckling, using appropriate vocabulary</p> <ul style="list-style-type: none"> <li>• Talk about how we can care for plants and animals where we live</li> <li>• Know the names of parts of a plant and talk about how a plant grows</li> <li>• Talk about the seasons change and how this impacts on when things grow</li> <li>• Compare the difference between autumn, winter and spring.</li> </ul> <p>-Use magnifiers to explore plants and seeds</p>	
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including the seasons and changing states of matter.

- Develop scientific knowledge through play activities, sharing stories and non-fiction books and discussion.

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<p><b>The World (including Geography)</b></p>	<p>-Throughout Reception children will use different types of maps (including globes, digital and paper) to explore their local environment and places of significance to them, e.g. greengrocer, church, post office, park.</p>		<p>Find and name the Arctic and Antarctic on a globe</p> <ul style="list-style-type: none"> <li>• Talk about why something melts or freezes and the change that happen</li> <li>• Make observations of the animals that live in the Arctic &amp; talk about what makes them special</li> <li>• Begin to know the difference between a map and a globe</li> <li>• Find the Antarctic on a world map with help</li> <li>• Compare the weather in winter to the weather in Autumn</li> </ul>			<p>world around them and contrasting environments, drawing on their experiences and what has been read in class</p> <ul style="list-style-type: none"> <li>• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>
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<p><b>People &amp; communities</b></p>	<p>Harvest My Birthday</p> <p>Talk about members of their immediate family and community</p> <ul style="list-style-type: none"> <li>Name and describe people who are familiar to them</li> <li>Recognise the differences between themselves and their friends (appearance, likes/dislikes, families)</li> </ul>	<p>Diwali Christmas</p> <p>Talk about how people celebrate Christmas around the world</p> <ul style="list-style-type: none"> <li>Talk about the features of different celebrations for different faiths</li> <li>Know why different people celebrate different things</li> </ul>	<p>Chinese New Year</p> <p>Find out about how Chinese New Year is celebrated around the world including the UK</p> <ul style="list-style-type: none"> <li>Find out how the lives of people in China are the same and different to ours</li> </ul>	<p>Easter</p> <p>Find out how people with different beliefs celebrate getting married</p> <ul style="list-style-type: none"> <li>Know that people celebrate getting married in different ways</li> <li>Know that some places are special to people in their community</li> <li>Can talk about the Vicar and other people who play a role in the church</li> </ul>	<p>Special places</p> <ul style="list-style-type: none"> <li>To use non-fiction books to look at plants in our local environment.</li> </ul>	<ul style="list-style-type: none"> <li>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class</li> <li>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and – when appropriate – maps.</li> </ul>
<p><b>Technology</b></p>	<p>A range of technology is used throughout the year in Reception:</p> <ul style="list-style-type: none"> <li>iPads</li> <li>Interactive whiteboard to access games such as Top Marks and Phonics Play</li> <li>Purple Mash (Mini Mash)</li> <li>Chrome books</li> </ul> <p>Children are taught internet safety during PSHE lessons and celebrate Safer Internet Day.</p>					

## EXPRESSIVE ART AND DESIGN

### Expressive Arts & Design

- Uses a range of different techniques and variety of materials, e.g. paint, collage.
  - Can cut continuously with scissors to make lines or snips and uses a paintbrush to form lines and circles.
  - Uses drawing materials to create pictures with a range of lines and shapes.
  - Makes some independent choices about the resources needed and talks about creations.
  - Uses different textures in creations and will combine media.
  - Cuts along curved lines with scissors and uses moulding tools with malleable materials.
  - Uses a range of shapes and colours to represent observational drawings.
- Beginning to use a range of tools safely.

- Uses different techniques and materials to achieve the desired effect and can talk about what has been created.
  - Mixes colours to produce different shades and combines materials to create different textures.
  - Is beginning to plan a design before starting.
- Uses a range of tools and equipment and selects the most appropriate tool or joining material for the job.

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function
- Share their creations, explaining the processes they have used
- Make use of props and materials when role playing characters in narrative and stories

<p><b>Being imaginative and expressive</b></p>	<ul style="list-style-type: none"><li>• Experiments with a range of percussion instruments.</li><li>• Joins in with singing in a familiar group.</li><li>• Accesses role play and small world resources, sometimes playing with others to develop storylines.</li><li>• Expresses ideas and feelings.</li><li>• Plays alongside others to develop storylines in role play or small world.</li><li>• Sings familiar songs.</li><li>• Rehearses for, and performs in, the Nativity play.</li><li>• Moves in response to music.</li></ul>	<ul style="list-style-type: none"><li>• Uses instruments to compose own music.</li><li>• Along with others, collects resources to develop own role play storylines.</li><li>• Explore and engage in music making and have a simple understanding of a beat.</li></ul>	<ul style="list-style-type: none"><li>• Invent, adapt and recount narrative and stories with peers and their teachers</li><li>• Sing a range of well-known nursery rhymes and songs</li><li>• Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</li></ul>
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## PHYSICAL DEVELOPMENT

<b>Physical Education</b>	<b>Unit 1</b> Personal Footwork One Leg Balance	<b>Unit 2</b> Social Jumping and Landing Seated Balance	<b>Unit 3</b> Cognitive Dynamic Balance Stance	<b>Unit 4</b> Creative Ball Skills Counter Balance	<b>Unit 5</b> Physical Sending and Receiving	<b>Unit 6</b> Fitness Ball Chasing Floor Work
	In this unit, children will develop and apply their footwork and one leg balance through focused thematic stories, songs and games.	In this unit, children will develop and apply their jumping and landing and seated balance through focused thematic stories, songs and games.	In this unit, children will develop and apply their dynamic balance on a line and stance through focused thematic stories, songs and games.	In this unit, children will develop and apply their ball skills and counter balance through focused thematic stories, songs and games.	Reaction/Response  In this unit, children will develop and apply their sending and receiving and reaction and response through focused thematic stories, songs and games.	In this unit, children will develop and apply their ball chasing and floor work balance through focused thematic stories, songs and games.

## PERSONAL, SOCIAL, EMOTIONAL DEVELOPMENT

<p><b>Life to The Full</b></p>	<p><b>EYFS, Module 1, Unit 1</b>                  Story Sessions: Handmade with Love 5 x 15-minute sessions over 5 days</p> <p><b>EYFS, Module 1, Unit 2</b>                  Session 1: I Am Me -15 minutes                  Session 2: Heads, Shoulders, Knees and Toes -15 minutes                  Session 3: Ready Teddy? - 15 minutes</p>	<p><b>Module 1, Unit 3</b>                  Session 1: I Like, You Like, We All Like!- 15 minutes                  Session 2: Good Feelings, Bad Feelings -15 minutes                  Session 3: Let's Get Real15 minutes</p> <p><b>Module 1, Unit 4</b>                  Session 1: Growing Up- 15 minutes</p> <p>Module 2, Unit 1                  Session 1: Role Model 2 x 15-minute sessions</p>	<p><b>Module 2, Unit 2</b>                  Session 1: Who's Who?                  Session 2: You've Got A Friend in Me                  Session 3: Forever Friends</p> <p><b>Module 2, Unit 3</b>                  Session 1: Safe Inside and Out - 15 minutes                  Session 2: My Body, My Rules - 15 minutes                  Session 3: Feeling Poorly -15 minutes                  Session 4: People Who Help Us-15 minutes</p> <p><b>Summer II</b>  <b>Module 3, Unit 1</b>                  Session 1: God is Love                  Session 2: Loving God, Loving Others</p> <p><b>Module 3, Unit 2</b>                  Session 1: Me, You, Us</p>
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<p><b>Caritas in Action</b></p>	<p><b>Theme 1</b> The dignity of the Human Person (DOTHP)</p> <ul style="list-style-type: none"> <li>• We show our love for each other pg. 19</li> <li>• We thank God for loving us and our love for each other pg. 19</li> </ul>	<p><b>Theme 2</b> Family and Community. (FAC)</p> <ul style="list-style-type: none"> <li>• We are all different and we love and care for each other pg.54</li> </ul> <p>We love and look after each other because we are all brothers and sisters in God's family. pg. 54</p> <p><b>Theme 7.</b> Stewardship (S)</p> <ul style="list-style-type: none"> <li>• Helping God's creation grow pg. 226</li> <li>• Celebrating God's creation. pg. 226</li> </ul>	<p><b>Theme 3</b> Solidarity and the Common Good (SCG)</p> <ul style="list-style-type: none"> <li>• We help each other pg. 102</li> <li>• We thank God for each other pg. 103</li> </ul>	<p><b>Theme 4</b> Rights and Responsibilities (RR)</p> <ul style="list-style-type: none"> <li>• Making the right choices pg. 134</li> </ul> <p>We share all God's gifts pg. 135</p>	<p><b>Theme 5</b> Poor and Vulnerable (P+V)</p> <ul style="list-style-type: none"> <li>• Helping everyone to be happy by playing, sharing and learning together pg. 164</li> <li>• Using our gifts to help others. Pg. 164</li> </ul>	<p><b>Theme 6.</b> The dignity of Work. (DOW)</p> <ul style="list-style-type: none"> <li>• Everybody's gifts are needed to build God's word pg. 198</li> <li>• When we build together we can do much more pg. 198</li> </ul>
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## Enrichment Opportunities

<b>Let's Celebrate</b>	Oct – Eid and Halloween, Black History Month, Recycling week Nov – Diwali and Remembrance Day, Anti-Bullying Week, Road Safety week Dec – Hannuka, Advent and Christmas	Jan – Epiphany, Chinese new year Feb – Shrove Tuesday, Ash Wednesday, Lent March – Mothers day and St Patrick's Day April – St George's Day, Good Friday and Easter	May – Ascension of the Lord June – Eid and Fathers Day
<b>Visits and Experiences</b>	Eastfield Park (Autumnal walk) Litter Wombles assembly about Recycling Cinema Trip M&M Productions – A Christmas Carol Performing Nativity play	January – Big School's Birdwatch  PCSO Visit  Energy saving week  Weston Favell Library (Rhyme Time)  M&M Production – Theatre show	West Lodge Farm (New life and animals)  Visit to Eleanore House
<b>Parental Engagement</b>	Parents' Evening  Nativity performance  Phonics Workshop	Parents' Evening  Easter Bonnet Parade  Maths workshop	Sports Day  End of year reports to parents  Report consultation