



***Learning and growing with God by our side  
Faith, Friendship, Determination, Respect & Unity***







Theme	<u><a href="#">Ourselves</a></u>	<u><a href="#">Let's Celebrate!</a></u>	<u><a href="#">Poles Apart</a></u>	<u><a href="#">Amazing Animals</a></u>	<u><a href="#">Into The Woods</a></u>	<u><a href="#">Let's Set Sail</a></u>
	<b>Autumn 1</b> 05.09.23 – 20.10.23	<b>Autumn 2</b> 31.10.23 – 21.12.23	<b>Spring 1</b> 08.01.24 – 16.02.24	<b>Spring 2</b> 26.02.24 – 28.03.24	<b>Summer 1</b> 15.04.24 – 26.05.24	<b>Summer 2</b> 03.06.24 – 19.07.24
<b>Important Dates</b>	<b>September</b> Roald Dahl Day (13 <sup>th</sup> ) Autumn Equinox (23 <sup>rd</sup> ) St Teresa House Celebration (25 <sup>th</sup> )	<b>October</b> Diwali (31 <sup>st</sup> )	<b>January</b> Epiphany (6 <sup>th</sup> ) Penguin Awareness Day (20 <sup>th</sup> ) Maths Week (29 <sup>th</sup> )	<b>February</b> World Day of Prayer (28 <sup>th</sup> )	<b>April</b> Eid al-Fitr (10 <sup>th</sup> ) St Bernadette House Celebration (19 <sup>th</sup> ) Earth Day (22 <sup>nd</sup> ) St George's Day (23 <sup>rd</sup> )	<b>June</b> Pride Month Dinosaur Day (1 <sup>st</sup> ) King's Birthday (8 <sup>th</sup> ) World Ocean Day (8 <sup>th</sup> ) Healthy Eating Week (10 <sup>th</sup> ) Green Day (12 <sup>th</sup> ) Sports Day (14 <sup>th</sup> ) Father's Day (16 <sup>th</sup> ) Refugee Week (17 <sup>th</sup> ) Summer Begins (21 <sup>st</sup> ) St Albans Feast Day (22 <sup>nd</sup> )
	<b>October</b> Black History Month National Poetry Day (5 <sup>th</sup> ) Harvest Fest. Assembly (6 <sup>th</sup> ) Recycling Week (16 <sup>th</sup> ) Parents' Evening (19 <sup>th</sup> )	<b>November</b> Day of the Dead (2 <sup>nd</sup> ) Bonfire Night (5 <sup>th</sup> ) Remembrance Day (11 <sup>th</sup> ) Anti-Bullying Week (13 <sup>th</sup> ) Nursery Rhyme Week (14 <sup>th</sup> ) Children In Need (17 <sup>th</sup> )	<b>February</b> NSPCC Number Day (1 <sup>st</sup> ) Curriculum Assembly (2 <sup>nd</sup> ) Candlemas (2 <sup>nd</sup> ) E-Safety Day (7 <sup>th</sup> ) Lunar New Year (10 <sup>th</sup> ) Mental Health Awareness Week (12 <sup>th</sup> ) Pancake Day (13 <sup>th</sup> ) Ash Wednesday / Lent (14 <sup>th</sup> ) Valentine's Day (14 <sup>th</sup> )	<b>March</b> St David's Day (1 <sup>st</sup> ) World Wildlife Day (3 <sup>rd</sup> ) World Book Day (7 <sup>th</sup> ) Internat. Women's Day (8 <sup>th</sup> ) Mother's Day (10 <sup>th</sup> ) Ramadan (10 <sup>th</sup> ) STEM Week (11 <sup>th</sup> ) Red Nose Day (17 <sup>th</sup> ) St. Patrick's Day (17 <sup>th</sup> ) Spring Begins (20 <sup>th</sup> ) Holi (25 <sup>th</sup> )	<b>May</b> Internat. Workers' Day (1 <sup>st</sup> ) May Day (6 <sup>th</sup> ) Ascension Day (9 <sup>th</sup> ) Outdoor Classroom Day (18 <sup>th</sup> ) Pentecost (19 <sup>th</sup> ) World Bee Day (20 <sup>th</sup> ) Art and Design Week (20 <sup>th</sup> )	<b>July</b> St Peter & St Paul House Celebration Day (1 <sup>st</sup> ) Teddy Bear Picnic Day (10 <sup>th</sup> )
<b>Wow Moments / Possible Enrichment</b>	Harvest Assembly  Poetry Day  Recycling Activities	Christmas Trail  Nursery Christmas Concert  Diwali Day  Grandparents Event	Lunar New Year Parade  Making Pancakes  Ash Wednesday Assembly  Visit to Ss Alban & Stephen Catholic Church	Easter Bonnet Parade  World Book Day  Vet Visit  Farm Workshop/Visit	Minibeast Hunt  Walk to Clarence Park  Living Eggs Arrive  Workers' Day Workshop  Litter Picking  Art & DT Week  Fairytale Day	Green Day  Open Day  Sports Day  Teddy Bear Picnic  Transition Days  <b>School Trip:</b> Zoo / Seaside
	<i>Volunteer led workshops based on personal background and culture.</i>					

<b>R.E.</b>	<b>Domestic Church MYSELF</b> - God knows and loves each one  <b>Baptism WELCOME</b> - Baptism: a welcome to God's family	<b>Belonging-</b> Continued  <b>Other Faiths: JUDAISM-</b> Hanukkah  <b>Advent/Christmas-BIRTHDAY</b> - Looking forward to Jesus' birthday	<b>Local Church CELEBRATING</b> – People celebrate in Church  <b>GATHERING</b> - Parish family gathers to celebrate	<b>GATHERING</b> – Continued  <b>Lent/Easter GROWING</b> - Looking forward to Easter	<b>Pentecost GOOD NEWS</b> - Passing on the Good News of Jesus  <b>Reconciliation - FRIENDS</b> - Friends of Jesus	<b>Other Faiths: Hinduism</b>  <b>Universal Church OUR WORLD</b> - God's wonderful world
<b>PSED</b>	<b>Being Me in My World</b> Self-Identity Understanding Feelings Being In A Classroom Being Gentle Rights and Responsibilities	<b>Celebrating Difference</b> Identifying Talents Being Special Families Where We Live Making Friends Standing Up For Yourself	<b>Dreams and Goals</b> Challenges Perseverance Goal-Setting Overcoming Obstacles Seeking Help Jobs Achieving Goals	<b>Healthy Me</b> Exercising Bodies Physical Activity Healthy Food Sleep Keeping Clean Safety	<b>Relationships</b> Family Life Friendships Breaking Friendships Falling Out Dealing With Bullying Being A Good Friend  <b>Feeling Brave and Overcoming Fears (RSE)</b>	<b>Changing Me (RSE)</b> Bodies Respecting My Body Growing Up Growth and Change Fun and Fears Celebrations
<b>Physical Development (Gross Motor)</b>	<b>Locomotion – Traveling</b>	<b>Dance</b>	<b>Fundamental Movement and Team Games</b>	<b>Gymnastics</b>	<b>Ball Skills</b>	<b>Target Games and Relays</b>
<b>Physical Development (Fine Motor)</b>	<b>Developing Gross Motor Skills</b> 1. Whole-body responses to the language of movement 2. Large movements with equipment 3. Large movements with malleable materials 4. Body responses to music		<b>Developing Fine Motor Skills</b> 5. Hand and finger play 6. Making and modelling 7. Messy play 8. Links to art 9. Using one-handed tools and equipment 10. Hand responses to music		<b>Developing Patterns</b> 11. Pattern-making 12. Investigating dots 13. Investigating straight lines and crosses 14. Investigating circles 15. Investigating curves, loops and waves 16. Investigating joined straight lines and angled patterns 17. Investigating eights and spirals	

Maths	See Progression of Knowledge and Skills for more info...		See Progression of Knowledge and Skills for more info...		See Progression of Knowledge and Skills for more info...	
	<ul style="list-style-type: none"><li>Counting, matching, ordering, arranging numbers 1-3.</li><li>Understanding simple positional language (i.e. next to, on top of, under...) to <b>place</b> an object.</li><li>Identifying groups of objects using ‘more’ and ‘less’.</li><li>Sorting 2D shapes (i.e. squares, circles, triangles and rectangles).</li><li>Noticing and continuing repeating patterns.</li></ul>		<ul style="list-style-type: none"><li>Counting, matching, ordering, arranging numbers 1-5.</li><li>Understanding simple positional language (i.e. next to, on top of, under...) to <b>describe</b> an object.</li><li>Comparing quantities of up to 3.</li><li>To name all basic 2D shapes.</li><li>To name patterns in the environment.</li><li>To continue a repeating pattern of 2 colours.</li></ul>		<ul style="list-style-type: none"><li>Counting, matching, ordering, arranging numbers 1-50</li><li>Understanding simple positional language (i.e. next to, on top of, under, behind, in front of...) to <b>describe</b> an object.</li><li>To describe a sequence of events with support using words first, then, next, etc...</li><li>To use language of ‘less’ and ‘fewer’.</li><li>To begin to name 3D shapes (sphere, cube, cuboid) and describe some features (i.e. flat, curved, pointy)</li><li>To notice and correct errors in a repeating pattern.</li></ul>	
Literacy / C&L	<b>Focus Text 1:</b> You Choose <i>Pippa Goodhart &amp; Nick Sharratt</i>	<b>Focus Text 1:</b> Can’t You Sleep Little Bear? <i>Martin Waddell</i>	<b>Focus Text 1:</b> We’re Going On A Bear Hunt <i>Michael Rosen</i>	<b>Focus Text 1:</b> Dear Zoo <i>Rod Campbell</i>	<b>Focus Text 1:</b> The Very Hungry Caterpillar <i>Eric Carle</i>	<b>Focus Text 1:</b> The Rainbow Fish <i>Marcus Pfister</i>
	<b>Focus Text 2:</b> Elmer <i>David McKee</i>	<b>Focus Text 2:</b> Owl Babies <i>Martin Waddell</i>	<b>Focus Text 2:</b> Hot and Cold <i>Eric Carle</i>	<b>Focus Text 2:</b> Brown Bear, Brown Bear, What Do You See? <i>Eric Carle</i>	<b>Focus Text 2:</b> The Gruffalo <i>Julia Donaldson</i>	<b>Focus Text 2:</b> Sharing A Shell <i>Julia Donaldson</i>
	<b>Focus Text 3:</b> All Are Welcome <i>Alexandra Penfold</i>	<b>Focus Text 3:</b> This Is The Bear and the Scary Night <i>Sarah Hayes</i>	<b>Focus Text 3:</b> Time To Move South For Winter <i>Clare Helen Welsh &amp; Jenny Lovlie</i>	<b>Focus Text 3:</b> What The Ladybird Heard <i>Julia Donaldson</i>	<b>Focus 3 – Fairy Tales:</b> The Gingerbread Man <i>Chapatti Moon &amp; Pippa Goodhart</i>	<b>Focus Text 3:</b> Hooray For Fish! <i>Lucy Cousins</i>
	<i>Additional texts about transition, starting school, body parts and senses.</i>	<b>Focus Text 4:</b> The Christmas Promise <i>Alison Mitchell</i>	<i>Additional fiction and non-fiction texts about polar animals and seasonal changes.</i>	<b>Focus Text 4:</b> We’re Going On An Egg Hunt <i>Martha Mumford &amp; Laura Hughes</i>	Goldilocks and the Three Bears / Goldy Locks and the Three Pandas <i>Natasha Lim</i>	<i>Additional fiction and non-fiction texts about seaside, pollution and pirates.</i>
					Three Billy Goats Gruff	

					<i>Additional traditional tales and non-fiction texts about minibeasts.</i>	
Phonics	<b>Environmental Sounds</b> <ul style="list-style-type: none"> <li>Identify sounds they hear inside/outside.</li> <li>Make noises on different surfaces with hands or drumsticks.</li> <li>Sing at different volumes.</li> <li>Be able to recreate a simple sequence of sounds.</li> <li>Identify some sounds they prefer from a choice.</li> <li>Add appropriate sound effects to stories with support.</li> </ul>	<b>Instrumental Sounds</b> <ul style="list-style-type: none"> <li>Identify an instrument being played behind a screen.</li> <li>Play an instrument louder or quieter.</li> <li>Stop and start playing an instrument at a signal.</li> <li>Play instruments in front of others, alone or as part of a group.</li> <li>Choose instruments to complement animal sounds.</li> </ul>	<b>Body Percussion</b> <ul style="list-style-type: none"> <li>Identify an instrument being played behind a screen.</li> <li>Play an instrument louder or quieter.</li> <li>Stop and start playing an instrument at a signal.</li> <li>Play instruments in front of others, alone or as part of a group.</li> <li>Choose instruments to complement animal sounds.</li> </ul>	<b>Rhythm and Rhyme</b> <ul style="list-style-type: none"> <li>Join in with repetitive story/song refrains.</li> <li>Move in time with a beat.</li> <li>Play rhyming bingo.</li> <li>Match rhyming items.</li> <li>Complete a familiar rhyme</li> </ul>	<b>Alliteration</b> <ul style="list-style-type: none"> <li>Match 2 items that have the same initial sound.</li> <li>Copy exaggerated sounds such as sssssss.</li> <li>Suggest a person/object when given an initial sound.</li> <li>Suggest non-words beginning with a selected initial sound.</li> <li>Can make correct mouth movements for simple sounds</li> </ul>	<b>Voice Sounds</b> <ul style="list-style-type: none"> <li>Explore mouth movements such as blowing, sucking, wiggling their tongue.</li> <li>Make voice sounds such as weeeee.</li> <li>Experiment with their voice sounds such as shouting, whispering and squeaking.</li> <li>Experiment with different animal sounds.</li> <li>Describe a sound such as high, low, short, quiet.</li> <li>Can copy sound talk e.g. p-i-n.</li> </ul>
	Introduce words using the letters 's, a, t, p, i, n' (e.g. sat, pin, nip, pat, tap, pit, pip) and practise sounding them out.					
	<b>Oral Blending and Segmenting</b> <ul style="list-style-type: none"> <li>Identify items by oral blending e.g. t-a-p...tap!</li> <li>Speak in sound talk e.g. d-o-g.</li> <li>Count or clap out phonemes in CVC words.</li> </ul>					

Phonics - Learning the Alphabet (Letter Names)	A,B,C,D,E	F,G,H,I,J,K,L,M	N,O,P,Q,R,S	T,U,V,W,X	Y,Z	S,A,T,P,I,N focus
UTW (Science)	Exploring the parts of the body (external).  Identify and explore our senses.  Autumn - Natural Materials	Light and Dark  Finding out how light can be created and changed.  Seasonal Changes	Hands-on experiences with a variety of materials, making observations and describing what they can see.	Learn about animals from their own experiences and which can be kept as pets.  Farm animals and the life cycle of a chicken.  Seasonal Changes	Understand the key features of the life cycle of a plant.  Investigate mini-beasts and learn about animals that hatch from eggs (i.e. butterflies, chicks).	To observe the changes of the new season and continue to observe the plants and flowers growing outdoors (link to Art).  Investigate materials and forces to make a boat.
UTW (History / Geography)	To make discoveries about the differences they notice between people, whilst also drawing their attention to similarities between different families and communities.	To appreciate that a range of festivals and celebrations take place that may be outside of their own experiences and how they are celebrated.	To learn where the North and South Poles are and some of the animals that live there.  Make simple comparisons between their own environment and the arctic regions.	To develop geographical awareness by exploring maps of our school and local areas (i.e. Clarence Park)..  Create their own simple maps (based on imagination or a real place i.e. school).	To further develop geographical map work skills by exploring journeys made by fairy- tale characters.  <b>Earth Day</b> Important issues we face in our world today.	To explore the seaside and share places they have visited in the past.  Learn the features of the seaside and what they might find there.  Create simple treasure maps.
UTW (Computing)	How to use our class computer and interactive whiteboard.  How to stay safe on the computer and online.	Exploring different types of technology, e.g. torches, remote controlled-toys, CD players.	How to take photographs on a digital camera or iPad.	How to edit photographs.	Sorting in readiness for data-handling.  Creating Digital Art using the class iPads	Using technology to help us, e.g. metal detectors, traffic lights.
EAD	James Brunt	Jackson Pollock	Sonia Delaunay	Tin Man Lee	Picasso	Van Gogh

(Art)	Natural Transient Art 	Painting Technique <i>Splatter Painting</i> 	2D Shape Art 	Nature Photography 	Collage – Faces 	Sunflower Paintings 
EAD (D&T)	Exploring mixed media and joining/fixing through continuous provision.	Model Fireworks  Christmas Cards (cutting/folding)  Continuous provision.	Penguin Models (using tools)  Continuous provision.	Farm Animal Faces  Continuous provision.	Creating simple structures (i.e. making a den).  Continuous provision.	Simple baking with food tasting for the Teddy Bear Picnic.  Continuous provision.
EAD (Music)	Western Classical up To 20 <sup>th</sup> Century  Nursery Rhyme Time	Popular Music  Nursery Rhyme Time	Musical Traditions  Nursery Rhyme Time	Western Classical beyond 20 <sup>th</sup> Century  Nursery Rhyme Time	Popular Music  Nursery Rhyme Time	Popular Music  Nursery Rhyme Time
<b>Singing, musicianship and performing, improvising and composing, listening to music and appraising performances.</b>						

*For more information about each subject, please refer to the ‘Curriculum Overview’ and the skills progression documents.*