

# EYFS Topic Overview Progression Document 2024-2025


Please use alongside 'Subject Overviews' across Whole School

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Amazing Me	Jobs	Growing In Spring	Fairy Imagination (Castles & Fairy Tales)	Space Aliens/planets	The Unseen World (Under the sea/Arctic/Beaches)
Physical Development	<p><b>Physical Development</b>  <b>ELG: Gross Motor Skills</b>            Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Negotiate space and obstacles safely, with consideration for themselves and others;</li> <li>- Demonstrate strength, balance and coordination when playing;</li> <li>- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul> <p>Children will have access to bikes and trikes throughout the year to help develop coordination, movement, awareness of space, turn taking and safety when using larger pieces of equipment.</p>					
PE Passport - Used as a resource. (Not in Summer term) Objectives in black. Expectations in orange.	<p><b>Fundamental Movement Skills:</b></p> <ul style="list-style-type: none"> <li>To jump for distance. <b>To know we can get further by bending our knees.</b></li> <li>To land appropriately. <b>- Bend knees and straighten to land. Know not safe to land on bottom or knees.</b></li> </ul>	<p><b>Fundamental Movement Skills:</b>  <b>Transport</b></p> <ul style="list-style-type: none"> <li>To travel in a variety of ways. <b>- To travel quickly - running, walking, stopping carefully.</b></li> <li>To adjust speed and direction to avoid</li> </ul>	<p><b>Fundamental Movement Skills - Mini Beasts:</b></p> <ul style="list-style-type: none"> <li>To perform the basic skills of jumping. <b>- To be able to jump bending knees and swinging arms.</b></li> <li>To travel under, through and over climbing equipment. <b>Travelling in different ways across the equipment.</b></li> </ul>	<p><b>Fundamental Movement Skills Rosie's Walk:</b></p> <ul style="list-style-type: none"> <li>To land and jump Appropriately. <b>To know we can get further by bending our knees. Bend knees and straighten to land. Know not safe to land on bottom or knees. Adjust body position to regain balance.</b></li> <li>To experiment with different ways of travelling - shuffling,</li> </ul>	<p><b>Dance</b></p> <ul style="list-style-type: none"> <li>-Explore different circus movements. <b>Control and coordination of arms to perform different circus acts. E.g. juggling, tightrope walker, fire eater, clown.</b></li> <li>-Explore using different tools to imagine different uses. <b>E.g. a baton - fire eaters stick, koosh balls for juggling.</b></li> <li>-Explore different ways of moving and carrying different items. <b>To be able to carry a quoit on different parts of the body. E.g. hand, arm, elbow and head.</b></li> <li>-Perform in front of others showing skills developed. <b>To be able to show others</b></li> </ul>	

	<ul style="list-style-type: none"> <li>• To hop on both feet. To hop on dominant foot to a count of two/three slightly less with other foot.</li> <li>• To underarm throw for distance. - To perform the action of underarm and let go at the correct time.</li> <li>• To overarm throw for distance. - To perform the action of overarm and let go at the correct time.</li> <li>• To catch with increasing accuracy. To be able to use two hands and position for a larger ball - move left and right, up and down.</li> <li>• To climb with confidence over and through climbing equipment. - Travelling in different ways across the equipment. - some</li> </ul>	<p>obstacles. - To know to use arms to help body to make slight turns.</p> <ul style="list-style-type: none"> <li>• To show increasing control over pushing an object. - To be able to follow the object and move it with enough force to keep it going.</li> <li>• To perform a variety of gymnastic rolls. (pencil and egg and attempt rock and roll).</li> <li>• To overarm throw for distance. - To perform the action of overarm and let go at the correct time.</li> <li>• To climb equipment. - Travelling in different ways</li> </ul>	<ul style="list-style-type: none"> <li>• To travel over, under and through balancing &amp; climbing equipment. Travelling in different ways across the equipment.</li> <li>• To catch a large soft ball. To be able to use two hands and position for a larger ball - move left and right, up and down. To catch at least two times in a row.</li> <li>• To climb up and down equipment with increasing accuracy. - To be able to move confidently and discuss the best way to travel across the equipment.</li> <li>• To catch with increasing accuracy. To be able to use two hands and position for a smaller ball - move left and right, up and down. To catch at least two times in a row.</li> <li>• To roll in a variety of ways. (pencil and</li> </ul>	<p>running, jumping, skipping, sliding and hoping. To be able to move in a variety of ways with control - able to stop and start when asked.</p> <ul style="list-style-type: none"> <li>• To climb under and over climbing equipment. - To be able to move confidently and discuss the best way to travel across the equipment.</li> <li>• To experiment with different ways of travelling on hands and feet. To be able to show confidently hopping, jumping, shuffling using hands and feet.</li> </ul> <p><b>Fundamental Movement Skills - Castles:</b></p> <ul style="list-style-type: none"> <li>• To throw underarm. - To perform the action of underarm and let go at the correct time. To be able to throw accurately to a partner.</li> <li>• To roll a ball. To be able to roll accurately to a partner and</li> </ul>	<p>independently and show what has been worked on.</p> <ul style="list-style-type: none"> <li>-Explore different types of dancing/movement. E.g. ballet, jazz, freestyle, Zumba etc.</li> <li>-Explore movements to music. Explore different types of dancing and moving to beats.</li> </ul> <p style="text-align: center;"><b>Movement Skills</b></p> <ul style="list-style-type: none"> <li>-Combine different movement skills. Explore hop to jump to skip. Explore different combinations of elements.</li> <li>-Participate in simple games using movement skills. Try rounder's, tennis, football.</li> <li>-Participate in competitive races using different skills. Rehearse for sports day races bean bag, hoop race and running race. Be able to start independently and accept winning/losing.</li> <li>-Explore/develop knowledge of other sports. Know about three different sports and be able to discuss a little about them.</li> <li>-Develop stamina. Be able to maintain energy throughout a PE lesson.</li> </ul> <p>General Conversation during PE or general chats:</p> <ul style="list-style-type: none"> <li>-The risks associated with an inactive lifestyle (including obesity).</li> <li>-How and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ul>
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	<p>direction from adults.</p> <p><b>Elmer:</b></p> <ul style="list-style-type: none"> <li>To make a range of shapes on small body parts. - To form tiny tucked up position, balance on hands and feet- two feet one hand, one hand two feet (spikey, curvy etc)</li> <li>To travel in a range of ways and negotiate space successfully. - To travel quickly - running, walking, stopping carefully.</li> <li>To throw with increasing accuracy underarm. - To perform the action of underarm and let go at the correct time.</li> <li>To overarm throw for distance. - To perform the action of overarm and let go at the correct time.</li> <li>To perform a range of gymnastic rolls. (pencil and egg and</li> </ul>	<p>across the equipment. - some direction from adults.</p> <p><b>How to Catch a Star:</b></p> <ul style="list-style-type: none"> <li>To balance on small and large body parts in the shape of a star. - To be able to hold a shape for 2 seconds.</li> <li>To send a ball with increasing accuracy. - To perform the action of underarm and let go at the correct time. To know to aim for the persons hands and control the speed.</li> <li>To jump and land appropriately. To know we can get further by bending our knees. Bend</li> </ul>	<p>egg and rock and roll).</p> <p><b>Jack &amp; the Beanstalk:</b></p> <ul style="list-style-type: none"> <li>To experiment with different ways of moving. To travel quickly - running, walking, stopping carefully.</li> <li>To have increasing control over an object by touching, patting, pushing, throwing or catching. With large and small objects.</li> <li>To move with control and coordination. To travel quickly - running, walking, stopping carefully.</li> <li>To use a range of small and large equipment. To throw and catch beanbags accurately.</li> <li>To jump and land appropriately. To know we can get further by bending our knees. Bend knees and straighten to land. Know not</li> </ul>	<p>explore best ways to send the ball depending upon surface.</p> <ul style="list-style-type: none"> <li>To jump and land appropriately. To know we can get further by bending our knees. Bend knees and straighten to land. Know not safe to land on bottom or knees.</li> <li>To perform a variety of gymnastic rolls. (pencil and egg and rock and roll).</li> <li>To climb up and down apparatus using both feet. Travelling in different ways across the equipment. Begin to challenge themselves to reach further without touching the floor or higher etc. Discuss issues and how to solve them - listen to ideas.</li> </ul> <p>General Conversation during PE or general chats:</p>	<ul style="list-style-type: none"> <li>-The principles of planning and preparing a range of healthy meals.</li> <li>-The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking e.g. calpol when you do not need it.</li> <li>-The facts and science relating to immunisation and vaccination</li> <li>-Concepts of basic first-aid, for example dealing with common injuries, including head injuries. (Also covered in general day to day accidents that may occur and how staff react/solve problem).</li> </ul>
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	<p>attempt rock and roll).</p> <ul style="list-style-type: none"> <li>To move freely and with confidence when rolling. - To be able to move around a wide space using eyes to watch for other people travelling.</li> <li>To perform a range of gymnastics jumps. - To perform straight, star and pike jump.</li> <li>To balance on one leg. To balance on a range of body parts. - To balance on one foot for at least 1 second. To hold arms out to aid balance.</li> <li>To climb with confidence under and through climbing equipment. - Travelling in different ways across the equipment. Some adult direction.</li> </ul>	<p>knees and straighten to land. Know not safe to land on bottom or knees.</p> <ul style="list-style-type: none"> <li>To climb under and through play equipment. - Travelling in different ways across the equipment. Some adult direction.</li> <li>To practise throwing overarm. - To perform the action of overarm and let go at the correct time.</li> </ul> <p><b>General Conversation during PE or general chats:</b></p> <ul style="list-style-type: none"> <li>-The risks associated with an inactive lifestyle (including obesity).</li> <li>-How and when to seek support</li> </ul>	<p>safe to land on bottom or knees.</p> <ul style="list-style-type: none"> <li>To roll in a variety of ways. (pencil and egg and rock and roll).</li> <li>To roll a ball accurately. To be able to send a ball accurately to a partner in the correct direction.</li> <li>To climb up and down apparatus. - Travelling in different ways across the equipment.</li> </ul> <p>General Conversation during PE or general chats:</p> <ul style="list-style-type: none"> <li>-The risks associated with an inactive lifestyle (including obesity).</li> <li>-How and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ul>	<ul style="list-style-type: none"> <li>-The risks associated with an inactive lifestyle (including obesity).</li> <li>-How and when to seek support including which adults to speak to in school if they are worried about their health.</li> <li>-The principles of planning and preparing a range of healthy meals.</li> <li>-The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking e.g. calpol when you do not need it.</li> <li>-The facts and science relating to immunisation and vaccination</li> <li>-Concepts of basic first-aid, for example dealing with common injuries, including head injuries. (Also covered in general day to day accidents that may occur and how staff react/solve problem).</li> </ul>	
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Personal, Social, Emotional Development	<p>Personal, Social and Emotional Development          ELG: Self-Regulation          Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;</li> <li>- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;</li> <li>- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</li> </ul> <p>ELG: Managing Self          Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;</li> <li>- Explain the reasons for rules, know right from wrong and try to behave accordingly;</li> <li>- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul> <p>ELG: Building Relationships          Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Work and play cooperatively and take turns with others;</li> <li>- Form positive attachments to adults and friendships with peers;</li> <li>- Show sensitivity to their own and to others' needs.</li> </ul>				
Relationships & Health Education 'Life to the Full' - Some objectives from the 'Life to the Full' resource is not met using the resource	<ul style="list-style-type: none"> <li>• We are created individually by God as part of His creation plan</li> <li>• We are all God's children and are special</li> <li>• Our bodies were created by God and are good</li> <li>• We can give thanks to God!</li> <li>• We are each unique, with individual gifts, talents and skills.</li> <li>• Whilst we all have similarities because we are made in God's image, difference is part of God's plan!</li> </ul>	<ul style="list-style-type: none"> <li>• That we all have different 'tastes' (likes and dislikes), but also similar needs (to be loved and respected, to be safe etc)</li> <li>• That it is natural for us to relate to and trust one another</li> <li>• A language to describe their feelings</li> <li>• An understanding that everyone experiences feelings, both good and bad</li> <li>• Simple strategies for managing feelings</li> <li>• Simple strategies for managing emotions and behaviour</li> <li>• That we have choices and these choices can impact how we feel and respond.</li> </ul>	<ul style="list-style-type: none"> <li>• About safe and unsafe situations indoors and outdoors, including online.</li> <li>• That they can ask for help from their special people.</li> <li>• To know they are entitled to bodily privacy</li> <li>• That they can and should be open with 'special people' they trust if anything troubles them</li> <li>• That there are different people we can trust for help, especially those closest to us who care for us, including our teachers and our parish priest</li> </ul>		

<p>above (see separate document). These objectives are added onto this document in purple.</p>	<ul style="list-style-type: none"> <li>• Our bodies are good and made by God</li> <li>• The names of the parts of the body (not genitalia)</li> <li>• That our bodies are good and we need to look after them</li> <li>• What constitutes a healthy lifestyle, including exercise, diet, sleep and personal hygiene.</li> </ul>	<ul style="list-style-type: none"> <li>• We can say sorry and forgive like Jesus</li> <li>• That there are natural life stages from birth to death, and what these are</li> <li>• We are part of God's family</li> <li>• Jesus cared for others and wanted them to live good lives like Him</li> <li>• We should love other people in the same way God loves us</li> <li>• To identify special people (e.g. parents, carers, friends) and what makes them special</li> <li>• The importance of the nuclear family and of the wider family</li> <li>• The importance of being close to and trusting of 'special people' and telling them is something is troubling them</li> <li>• How their behaviour affects other people and that there is appropriate and inappropriate behaviour</li> <li>• The characteristics of positive and negative relationships</li> <li>• About different types of teasing and that all bullying is wrong and unacceptable</li> <li>• To recognise when they have been unkind to others and say sorry.</li> <li>• That when we are unkind, we hurt God and should say sorry.</li> <li>• To recognise when people are being unkind to them and others and how to respond.</li> <li>• That we should forgive like Jesus forgives.</li> </ul>	<ul style="list-style-type: none"> <li>• Medicines should only be taken when a parent or doctor gives them to us.</li> <li>• Medicines are not sweets.</li> <li>• We should always try to look after our bodies because God created them and gifted them to us.</li> <li>• There are lots of jobs designed to help us.</li> <li>• Paramedics help us in a medical emergency.</li> <li>• First Aid can be used in non-emergency situations, as well as whilst waiting for an ambulance</li> <li>• That God is love: Father, Son and Holy Spirit</li> <li>• That being made in His image means being called to be loved and to love others</li> <li>• What a community is, and that God calls us to live in community with one another</li> <li>• Some Scripture illustrating the importance of living in a community</li> <li>• No matter how small our offerings, they are valuable to God and He can use them for His glory.</li> <li>• That they belong to various communities, such as home, school, parish, the wider local area, nation and the global community</li> <li>• That they should help at home with practical tasks such as keeping their room tidy, helping in the kitchen, etc.</li> <li>• That we have a duty of care for others and for the world we live in (charity work, recycling, etc.)</li> <li>• About what harms and what improves the world in which they live</li> </ul>			
	<ul style="list-style-type: none"> <li>• Developing new friendships.</li> </ul>	<ul style="list-style-type: none"> <li>• Developing effective</li> </ul>	<ul style="list-style-type: none"> <li>• Developing effective</li> </ul>	<ul style="list-style-type: none"> <li>• Talking about themselves and others positively- I</li> </ul>	<ul style="list-style-type: none"> <li>• Negotiating skills</li> </ul>	<ul style="list-style-type: none"> <li>• Understand winning and losing - its ok I</li> </ul>

	<p>Listening to each other.</p> <ul style="list-style-type: none"> <li>• Meeting new people Talk to new people that visit the classroom.</li> <li>• Becoming independent - Leaving main carer/try new things.</li> <li>• Becoming aware of rules within setting.</li> <li>• Self-regulation - exploring emotions. Be able to say when happy/sad and express using words.</li> <li>• Learning &amp; following new rules. Talk about the class/school rules and how they keep everyone safe.</li> <li>• Manage own personal hygiene. Visit the toilet independently.</li> </ul>	<p>communication skills - listen to a person and engage in conversation.</p> <ul style="list-style-type: none"> <li>• Developing negotiating skills. Explore negotiating - if a I do this then will you do that.</li> <li>• Developing awareness of behavioural boundaries. Show an understanding through words that they understand when rules have been broken.</li> <li>• Self-regulation - exploring emotions. Try sharing emotions using the correct vocabulary happy/sad</li> <li>• Try new challenges.</li> </ul>	<p>communication skills listen to a person and engage in conversation.</p> <ul style="list-style-type: none"> <li>• Developing negotiating skills Explore negotiating - if a I do this then will you do that.</li> <li>• Begin to talk about themselves and others positively - I am good at ... I have got better at... I did a good job because...</li> <li>• Show caring behaviour towards peers. When someone falls over they respond appropriately - with sorrow. If a peer has not got something they want - give it to them. Etc.</li> </ul>	<p>am good at ... I have got better at... I did a good job because...</p> <ul style="list-style-type: none"> <li>• Takes steps to resolve conflicts with others. I am sorry I pushed you, I was angry. Remember to use kind hands.</li> <li>• Speak to other adults confidently - introduce themselves and talk a little about their learning. E.g. phonics we did ...</li> <li>• Show caring behaviour towards peers. When someone falls over they respond appropriately - with sorrow. If a peer has not got something they want - give it to them. Etc.</li> </ul> <p>-How to report concerns or abuse, and the vocabulary and confidence needed to do so.- the need for children to have an open dialogue with staff in school. -That mental wellbeing is a normal part of daily life, in the same way as physical health. -Isolation and loneliness can affect children and that it is very important for children</p>	<ul style="list-style-type: none"> <li>• Speak to other adults confidently - Today I have been doing this...</li> <li>• Takes steps to resolve conflict with others. I am sorry I pushed you, I was angry. Remember to use kind hands.</li> <li>• Understand the feelings of others. ... feels happy because ...</li> <li>• Listen carefully to adults' instructions. Show good eye contact and ask questions to clarify.</li> <li>• Becoming independent - 'Year 1 readiness' - I can do this by myself</li> </ul>	<p>lost because I tried my best.</p> <ul style="list-style-type: none"> <li>• Being supportive of others</li> <li>• Talk about others positively - ... worked hard on that writing.</li> <li>• Understand the feelings of others. ... feels happy because ...</li> <li>• Listen carefully to adults' instructions. Show good eye contact and ask questions to clarify.</li> <li>• Becoming independent - 'Year 1 readiness' - I can do this by myself</li> <li>• Transition- getting ready for year 1 - meeting new teacher.</li> </ul>
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Have a go at things they have not tried before – standing up in front of assembly, trying to build an assault course independently etc.

- Learning and following new rules. Verbally showing an understanding of the rules e.g we can't do that because its not safe.
- Manage own personal hygiene. Visit the toilet independently.

-How to report concerns or abuse, and the vocabulary and confidence needed to do so.- the need for children to have an open dialogue with staff in school.

to discuss their feelings with an adult and seek support.  
-To use simple rules for resisting pressure when they feel unsafe or uncomfortable  
-The difference between good and bad secrets. (age appropriate).

		<p>-That mental wellbeing is a normal part of daily life, in the same way as physical health.</p> <p>-Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</p> <p>- To use simple rules for resisting pressure when they feel unsafe or uncomfortable</p> <p>-The difference between good and bad secrets. (age appropriate)</p>				
<p>Religious Education - Come &amp; See is a resource we use to support our teaching however other resources</p>	<ul style="list-style-type: none"> <li>• What is good/different about me? I am special &amp; Unique</li> <li>• Who is the Pope? - where does he live? What does he do?</li> <li>• Who is the Bishop? - Where does he live? What does he do?</li> </ul>	<ul style="list-style-type: none"> <li>• Nativity</li> <li>• Come &amp; See WELCOME - Baptism: a welcome to God's family</li> <li>• About the sacrament of Baptism</li> <li>• Come &amp; See: BIRTHDAY -</li> </ul>	<ul style="list-style-type: none"> <li>• The life of Jesus - Journey with Matthew/Fish with Mark - God Who Speaks.</li> <li>• Eucharist</li> <li>• Lent - Stations of the Cross - about change and loss (including death); to identify feelings</li> </ul>	<ul style="list-style-type: none"> <li>• The life of Jesus</li> <li>• Growing inside and out</li> <li>• Feast of St David (1/3)</li> <li>• Come &amp; See: GATHERING - Parish family gathers to celebrate Eucharist</li> <li>• Come &amp; See: GROWING - Looking forward to Easter</li> </ul>	<ul style="list-style-type: none"> <li>• Good news - What is good news? How do we share good news?</li> <li>• Pentecost scripture - tradition - prayer 28/5</li> <li>• Come &amp; See: GOOD NEWS -</li> </ul>	<ul style="list-style-type: none"> <li>• Friendship</li> <li>• Come &amp; See: Our World - special and unique</li> <li>• 5 W's Welcome, word, worship, welfare and witness.</li> <li>• Four Gospels Matthew, Mark, Luke &amp; John</li> </ul>

<p>are also used.</p>	<ul style="list-style-type: none"> <li>• The bible - what is it?</li> <li>• All Saints Mass 1/11</li> <li>• The Nativity of the Blessed Virgin Mary (8/9)</li> <li>• Come &amp; See MYSELF - God knows and loves each one.</li> <li>• Come &amp; See: Judaism Hannukkah</li> <li>• Feast of St Matthew (21/9) &amp; St Michael (29/9) &amp; St Luke (18/10)</li> <li>• Harvest</li> <li>• International Day of Peace (21/9)</li> <li>• Four Gospels Matthew, Mark, Luke &amp; John</li> <li>• Feast of St Francis 4/10.</li> </ul>	<p>Looking forward to Jesus' birthday - marriage is a recognised commitment between two people.</p> <ul style="list-style-type: none"> <li>• Advent - count down to birth of Jesus.</li> <li>• Immaculate Conception of the Blessed Virgin Mary (8/12)</li> <li>• Feast of St Andrew 30/11.</li> <li>• Four Gospels Matthew, Mark, Luke &amp; John</li> </ul>	<p>associated with this; to recognise what helps people to feel better.</p> <ul style="list-style-type: none"> <li>• Epiphany (6/1)</li> <li>• Baptism of the Lord (8/1)</li> <li>• Come &amp; See: CELEBRATING - People celebrate in Church</li> <li>• Come &amp; See Islam: Prayer mats.</li> <li>• Four Gospels Matthew, Mark, Luke &amp; John</li> <li>• Feast of St Oscar Romero 24/3</li> </ul>	<ul style="list-style-type: none"> <li>• Lent - a time for change. (22/2)</li> <li>• Feast of St Joseph (19/3)</li> <li>• Easter Story.</li> <li>• 5 W's Welcome, word, worship, welfare and witness.</li> <li>• Four Gospels Matthew, Mark, Luke &amp; John</li> <li>• St Patricks Day 17/3 - Patrons Saint of Ireland.</li> <li>• St George 23/4 - Patron Saint of England.</li> </ul>	<p>Passing on the Good News of Jesus</p> <ul style="list-style-type: none"> <li>• Come &amp; See: FRIENDS - Friends of Jesus</li> <li>• 5 W's Welcome, word, worship, welfare and witness.</li> <li>• Four Gospels Matthew, Mark, Luke &amp; John</li> <li>• Month of May we remember/celebrate the life of Mary.</li> <li>• Ascension of Jesus 18/5.</li> </ul>	
<p>Religious Festivals</p>	<ul style="list-style-type: none"> <li>• 16/10/23 - 23/10/23 Sukkot - Jewish Harvest festival which recalls 40 years Jews spent in the Wilderness after escaping from Egypt.</li> </ul>	<ul style="list-style-type: none"> <li>• All Saints Day 1/11</li> <li>• All Souls Day - 2/11</li> <li>• 31/10 Diwali begins Hindu festival of light.</li> <li>• 14/11 Remembrance</li> </ul>	<ul style="list-style-type: none"> <li>• 29/1/25 Chinese New Year.</li> </ul>	<ul style="list-style-type: none"> <li>• 14/3 Festival of Holi - Hindu</li> </ul>		

	<ul style="list-style-type: none"> <li>2/10 Mahatma Gandhi Birthday - GANDHI JAYANTI Hindu</li> </ul>	<p>Sunday (Non-religious)</p> <ul style="list-style-type: none"> <li>27/11 Advent begins.</li> <li>18/12 Hanukah begins- Jewish.</li> </ul>				
Bible stories	<p>Be able to talk a little about each of these stories and talk about some of the activities they completed:</p> <p>Old Testament</p> <ul style="list-style-type: none"> <li>The Story of Creation</li> <li>Adam &amp; Eve</li> <li>Tower of Babel</li> </ul>	<p>Be able to talk a little about each of these stories and talk about some of the activities they completed:</p> <p>Old Testament</p> <ul style="list-style-type: none"> <li>Noah and his Ark</li> <li>David &amp; Goliath</li> </ul>	<p>Be able to talk a little about each of these stories and talk about some of the activities they completed:</p> <p>Old Testament</p> <ul style="list-style-type: none"> <li>Moses (Stories about Moses life throughout) Ten Commandments.</li> </ul>	<p>Be able to talk a little about each of these stories and talk about some of the activities they completed:</p> <p>New Testament:</p> <ul style="list-style-type: none"> <li>Journey with Matthew to travel with Jesus and find out about his life. (God who Speaks)</li> </ul> <p>- Jesus' teaching on who is my neighbour</p>	<p>Be able to talk a little about each of these stories and talk about some of the activities they completed:</p> <ul style="list-style-type: none"> <li>The Good Samaritan linked to the encyclical letter from Pope Francis.</li> <li>Daniel &amp; the Lions Den</li> <li>Joseph and his Coat of Colours</li> </ul>	<p>Be able to talk a little about each of these stories and talk about some of the activities they completed:</p> <ul style="list-style-type: none"> <li>Wisdom of Soloman</li> <li>Jonah and the Whale</li> </ul>
Daily Worship	<p>Whole School Worship takes place every Monday and Friday. On Friday it is Celebration Assembly where we come together to celebrate children's achievements.</p> <p>In class we use Ten:Ten a weekly assembly which is linked to the Sundays Gospel reading allowing children to explore different activities during CP based around the assemblies theme. We also use the Mark 10 Mission (Named after the verse from Mark 10 'Let all the Little Children Come to me) which are a selection of videos to help children understand some of the Gospel readings throughout the year. (From Salford Diocese website). Each term CAFOD have special assemblies to highlight different topics.</p> <p>On Thursday we have child planned worship - planned by the children using the theme from this week's worship (TenTen).</p>					
Dojo- Big Ideas	<ul style="list-style-type: none"> <li>Growth Mindset</li> </ul>	<ul style="list-style-type: none"> <li>Perseverance</li> </ul>	<ul style="list-style-type: none"> <li>Gratitude</li> </ul>	<ul style="list-style-type: none"> <li>Empathy</li> </ul>	<ul style="list-style-type: none"> <li>Mindfulness</li> </ul>	<ul style="list-style-type: none"> <li>Moods and Attitudes</li> </ul>
Communication and Language	<p>Communication and Language</p> <p>ELG: Listening, Attention and Understanding</p> <p>Children at the expected level of development will:</p>					

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;

- Make comments about what they have heard and ask questions to clarify their understanding;

- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

ELG: Speaking

Children at the expected level of development will:

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;

- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;

- 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.

- Develops concentration - sit for 5 minutes on the carpet as a whole class.

- Talk about themselves being unique - how are they different to their friends (verbally)

- Compare themselves to others finding differences. - what is different about each other e.g. you have brown hair, you have a skirt on etc.

- Begins to listen to peers & adults. Has eye contact to listen to an adult

- Develop concentration - sit for 5/10 minutes on the carpet as a whole class.

- Describe verbally different jobs

I like a ... because they .... Use key vocabulary related to that job e.g. doctor - he makes you better with some medicine or you have an x-ray.

- Use puppets/small world resources to act out different stories. A

- Develop concentration - sit for 10 minutes on the carpet as a whole class.

- Uses talk to sequence events and discuss ideas.

Uses vocabulary first, then.

- Talk about what they have discovered with growth. A plant needs ..... and you need to water it because it can't get a drink..

- Discuss sequences of growth. Uses vocabulary first, then.

- Retell stories using familiar language taken from texts.

Using the pictures talk about what is happening using key vocabulary repeated from the text e.g. oh no the dragon is coming.

- Use small world resources to act out different stories.

Showing use of key vocabulary from the wall that is linked to the topic of castles e.g. most, bailey, drawbridge, water, battle, bow and arrow, fight. Showing beginning, middle and end to a story.

- Develops knowledge of new words. Showing use of key vocabulary from the wall that is linked to the topic of

- Uses talk to sequence events and discuss ideas. Uses vocabulary of first and next, then.

- Talk about what they have found out/discovered.

I found out that, let me show you this...

- Develops knowledge of new words.

Use key vocabulary linked to space - far away, planets, moon, star, sparkles, ice, hot, cold, around, bubble (ozone layer), sun, Earth.

- Joins in with discussions with

- Use small world resources to act out different stories.

Showing use of key vocabulary - cold, freezing, ice, polar bears, penguins, deep, water, sea, ocean, narwhal, killer whale, arctic fox, blue whale, crab,

- Discuss creative ideas. I am going to .... I can say ....

- Collaborate on a large-scale project.

I think we could..... I think we need to ....

- Speaks with correct use of past and present tense when talking. Last night I did....In two more sleeps I will ...

	<p>for brief periods. May respond with a gesture/smile or comment.</p> <ul style="list-style-type: none"> <li>Speaks clearly/slowly so each word can be understood. Clear sentences so adult knows what the child is talking about. It might not always be correct but the adult can understand the point.</li> </ul>	<p>short story that has a very brief beginning, middle and end.</p> <ul style="list-style-type: none"> <li>Listens to peers &amp; adults. Responds when listening to show they have understood. I will have milk please</li> </ul>	<ul style="list-style-type: none"> <li>Shares ideas with peers &amp; adults. I think he ..... I think next he will .... I want .... I would like .....</li> <li>Asks questions. How, where, what, when.</li> </ul>	<p>castles e.g. most, bailey, drawbridge, water, battle, bow and arrow, fight.</p> <ul style="list-style-type: none"> <li>Shares ideas with peers &amp; adults. I think he ..... I think next he will .... I want .... I would like .....</li> </ul>	<p>peers and adults listening well and interacting with the conversation. Shows good listening and responding, showing they have listened to the conversation.</p> <ul style="list-style-type: none"> <li>Speaks with correct use of past and present tense when talking. Last night I did....In two more sleeps I will ...</li> </ul>	
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<p>Literacy - Comprehension, word reading &amp; writing.</p>	<p>Literacy  ELG: Comprehension  Children at the expected level of development will:  - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;  - Anticipate - where appropriate - key events in stories;  - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.  ELG: Word Reading  Children at the expected level of development will:  - Say a sound for each letter in the alphabet and at least 10 digraphs;  - Read words consistent with their phonic knowledge by sound-blending;  - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.  ELG: Writing  Children at the expected level of development will:</p>
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- Write recognisable letters, most of which are correctly formed;
  - Spell words by identifying sounds in them and representing the sounds with a letter or letters;
  - Write simple phrases and sentences that can be read by others.
- Physical Development:  
ELG: Fine Motor Skills  
Children at the expected level of development will:
- Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases;
  - Use a range of small tools, including scissors, paint brushes and cutlery;
  - Begin to show accuracy and care when drawing.

<ul style="list-style-type: none"> <li>• Labelling different parts of the body. (Hands, feet, head, eyes, nose, mouth, ears, leg, arm)</li> <li>• Letter formation joined- handwriting - any letters covered - all by the end of Autumn 1.</li> <li>• Labelling likes and dislikes. I like ... because ..... I don't like ... because ...</li> <li>• Identify initial sounds - up to phase taught (look at phonics overview for phase order).</li> <li>• Answer questions about what has been read to them. - What happened in the story?</li> <li>• Predict what might happen next. What</li> </ul>	<ul style="list-style-type: none"> <li>• Labelling different jobs. Talk about each job and model what they have to do - use key vocabulary to describe the job and say if they would like to do the job.</li> <li>• Letter formation joined- - any letters covered - all by the end of Autumn 2.</li> <li>• Identify final sounds and begin to identify digraphs. Up to taught phonics phase.</li> </ul>	<ul style="list-style-type: none"> <li>• Sequencing growth of plants. Know that you need to plant a seed and it takes time to grow (doesn't happen overnight), you need to give it sunshine, water and oxygen to grow.</li> <li>• Develop vocabulary of key scientific words. Understand the words, seed, plant, grow, sunlight, dark, water, dry, thirsty, height, vegetables, fruit, anchor, weather.</li> <li>• Letter formation joined- handwriting - up to phase taught (look at phonics</li> </ul>	<ul style="list-style-type: none"> <li>• Write short stories using model of a fairy tale. Children to explore a variety of stories (see text overview) and adapt or create stories around the story. Towards the end of the spring term children should be writing three/four sentences independently with phonetical plausible spellings of words.</li> <li>• Write different parts of a story changing different aspects. Change one thing in a story e.g. setting but keeping structure.</li> <li>• Letter formation joined- handwriting - up to phase taught (look at phonics overview for phase order).</li> <li>• Identify blends in phase 3.</li> </ul>	<ul style="list-style-type: none"> <li>• Write own superhero stories. Write own short stories of a few sentences with finger spaces and beginning to use capital letters.</li> <li>• Develop ideas working together. Share ideas with other children - what could happen next?</li> <li>• Letter formation joined- handwriting- up to phase taught (look at phonics overview for phase order).</li> </ul>	<ul style="list-style-type: none"> <li>• Develop scientific vocabulary.</li> <li>• Write information leaflets about animals. Create fact cards using key vocabulary of the topic and picking out key information from the texts.</li> <li>• Letter formation joined- handwriting- up to phase taught (look at phonics overview for phase order).</li> <li>• Identify phase 4 words.</li> <li>• Identify longer words by segmenting and blending.</li> <li>• Ask and answer questions about what has been read to them but continue on to explore their own</li> </ul>
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	<p>do you think might happen next?</p> <ul style="list-style-type: none"> <li>International Literacy Day 8/9</li> <li>October - Black History Month - look at some people who inspired change - e.g. Nelson Mandella, Rosa Parks, Martin Luther King.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to identify words by segmenting and blending. Up to taught phonics phase.</li> <li>Answer questions about what has been read to them. What happened? How would you feel if it happened to you?</li> </ul>	<p>overview for phase order).</p> <ul style="list-style-type: none"> <li>Identify blends in phase 3.</li> <li>Identify words by segmenting and blending. Up to taught phonics phase.</li> <li>Ask and answer questions about what has been read to them. What happened? How would you feel if it happened to you? What can you see - modelled by adult.</li> <li>Predict what might happen next. What do you think might happen?</li> </ul>	<ul style="list-style-type: none"> <li>Identify words by segmenting and blending.</li> <li>Ask and answer questions about what has been read to them. What happened? How would you feel if it happened to you? What can you see - modelled by adult.</li> </ul>	<ul style="list-style-type: none"> <li>Identify phase 4 words.</li> <li>Identify longer words by segmenting and blending.</li> <li>Ask and answer questions about what has been read to them but continue on to explore their own ideas and suggestions. Make links between stories - remember when we read that story and it had a ... in. What happened then?</li> </ul>	<p>ideas and suggestions. - remember when we read that story and it had a ... in. What happened then?</p>
<p>Texts</p>	<p>Super Duper You! By Sophy Henn          What Makes Me a Me? By Ben Faulkes          One Day So Many Ways By Laura Hall          Elmer By David Mckee          Look &amp; Learn- All About Me By National Geographic</p>	<p>When I Grow up I want to be By Baby Professor          Clothesline clues to jobs people do By Blackwells          I want to be a Police Officer By Daniel Liebman</p>	<p>From Seed to Plant By Gail Gibbons          How Does My Garden Grow By Gerda Muller          The Tiny Seed By Eric Carle          The Hungry Caterpillar By Eric Carle</p>	<p>National Geographic Kids          Everything Castles By Crispin Boyer          Little Ren Hen Cinderella          The Gingerbread Man          Chicken Licken          On The Way Home By Jill Murphy</p>	<p>Aliens love Underpants by Claire Freedman.          What Ever Next by Jill Murphy          Man on the Moon by Simon Bartrum          There's an alien in your book by Tom Fletcher</p>	<p>Under the Sea By Anna Milbourne          National Geographic Sharks          Hello World Arctic Animals By Jill MacDonald          Arctic Adventure Level 4 ORT</p>

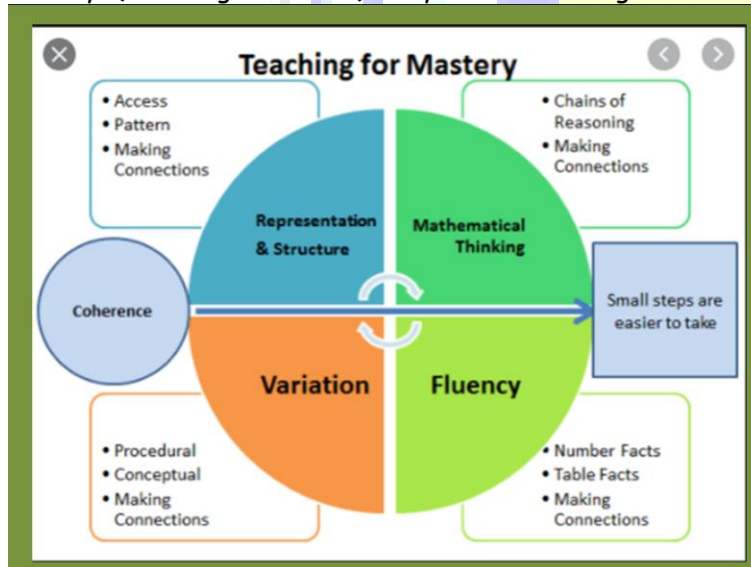
Monkey Puzzle - Julia Donaldson  
The Smeds & Smoos By Julia Donaldson

Mountain Rescue By Chris Oxlade  
To the Rescue By Steve Bietsy

The Rainbow Fish by Marcus Pfister

Mathematics

We currently use White Rose Maths and NCETM as a resource to support our teaching of Mathematics. Using the Maths Mastery materials from NCETM our sessions across the week will focus on the four main elements of representation & Structure, mathematical thinking, variation and fluency: (See diagram below) Daily Maths challenges on entry allow children to revisit key skills from earlier sessions.



As we progress throughout the year each session will contain more of the four areas so children are 'Year 1 Readiness' and have firm foundations to transition into year 1.

Mathematics

ELG: Number

Children at the expected level of development will:

- Have a deep understanding of number to 10, including the composition of each number;
- Subitise (recognise quantities without counting) up to 5;
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

ELG: Numerical Patterns

Children at the expected level of development will:

- Verbally count beyond 20, recognising the pattern of the counting system;

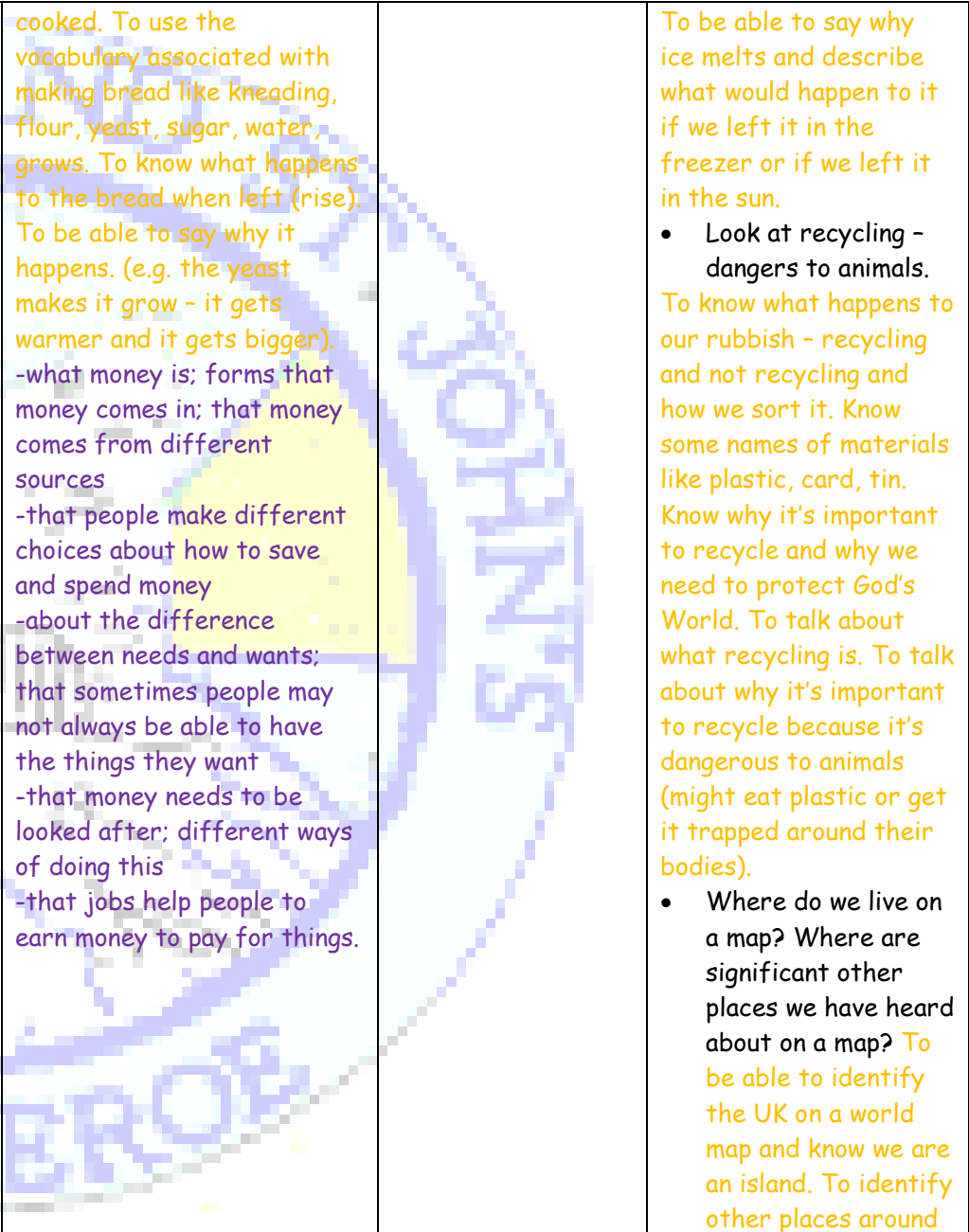
	<p>- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;          - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>
<p>Mathematical Vocabulary</p>	<p><b>Number and place value</b>          Zero, numbers, one, two, three...to twenty and beyond, teens numbers, eleven, twelve and beyond, none, how many...? Count, count (up) to, count on (from, to), count back (from, to) count in ones, twos, fives, tens, is the same as, more, less, odd, even, few, pattern, pair Ones, tens, digit, the same numbers as, as many as, more, larger, bigger, greater, fewer, smaller, less, fewest, smallest, least, most, biggest, largest, greatest, one more, ten more, one less, ten less, compare, order, size, first, second, third...twentieth, last, last but one, before, after, next, between, subitising, composition, correspondence, compose, numerosity,</p> <p><b>Addition and subtraction</b>          Add, more, and, make, sum, total, altogether, double, one more, two more...ten more, how many more to make...? How many more is...than...? How much more is...? Take away, how many are left/left over? How many have gone? One less, two less, ten less... how many fewer is...than...? How much less is...? Difference between, part, whole,</p> <p><b>Multiplication and division</b>          Sharing, doubling, halving, number patterns</p> <p><b>Measure</b>          Measure, size, compare, guess, estimate, enough, not enough, too much, too little, too many, too few, nearly, close to, about the same as, just over, just under, Metre, length, height, width, depth, long, short, tall, high, low, wide, narrow, think, thin, longer, shorter, taller, higher...and so on, longest, shortest, tallest, highest...and so on, far, near, close, Weigh, weighs, balances, heavy, light, heavier than, lighter than, heaviest, lightest, scales Full empty, half full, holds, container</p> <p><b>Geometry (position and direction)</b>          Position, over, under, above, below, top, bottom, side, on, in, outside, inside, around, in front, behind, front, back, beside, next to, opposite, apart, between, middle, edge, corner, direction, left, right, up, down, forwards, backwards, sideways, across, next to, close, near, far, along, through, to, from, towards, away from, movement, slide, roll, turn, stretch, bend, whole turn, half turn, diagonal, horizontal,</p> <p><b>Geometry (properties of shape)</b>          Shape, pattern, flat, curved, straight, round, hollow, solid, sort, make, build, draw, size, bigger, larger, smaller, symmetrical, pattern, repeating pattern, match, corner, side, rectangle (including squares) circle, triangle Face, edge, vertex, vertices, cube, pyramid, sphere, cone, sequence, errors, properties,</p> <p><b>Fractions</b>          Parts of a whole, half, quarter</p> <p><b>Statistics Count</b>          Sort, group, set, list</p> <p><b>Money</b>          Money, coin, penny, pence, pound, price, cost, buy, sell, spend, spent, pay, amount,</p> <p><b>Time</b></p>

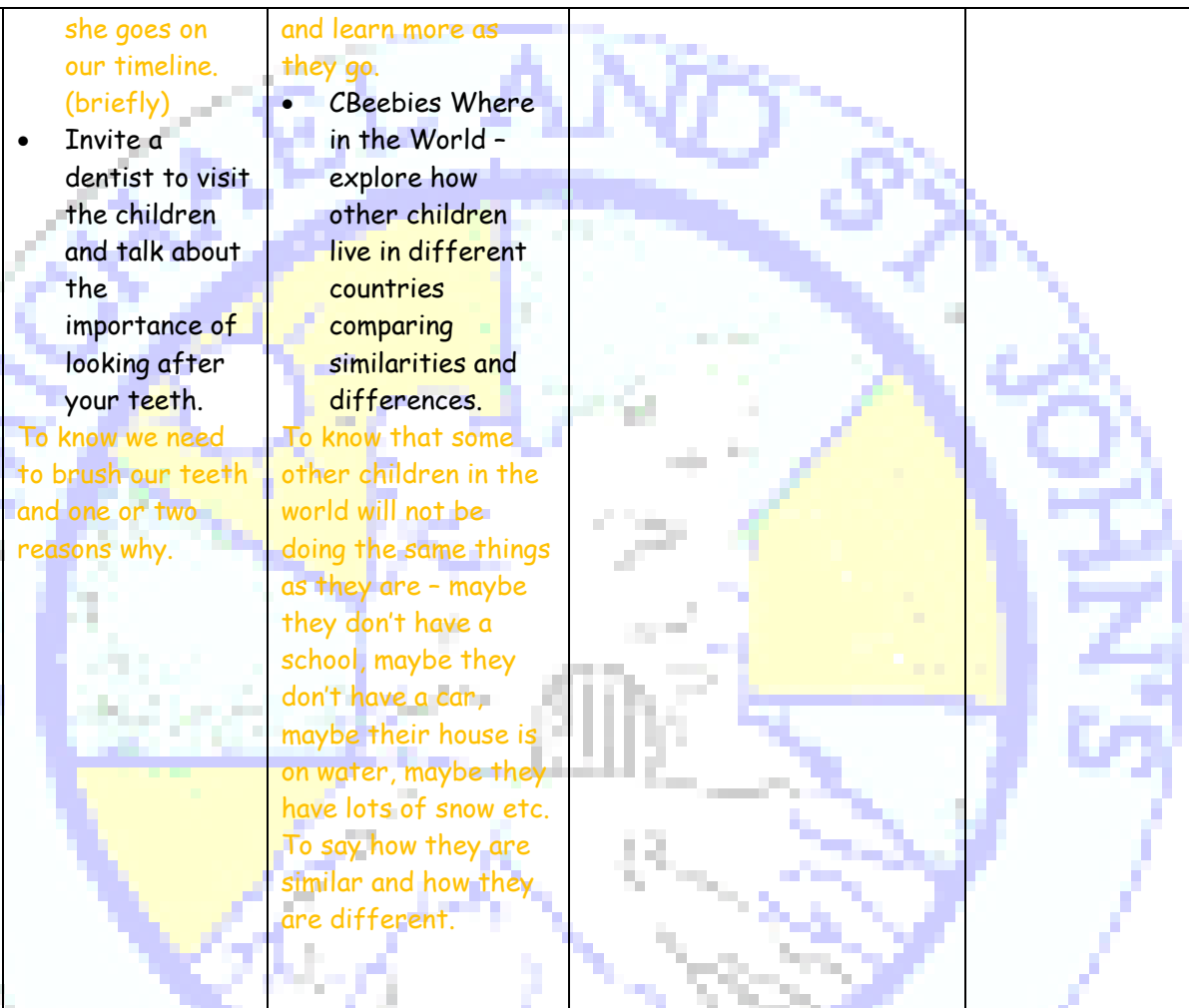
Time, days of the week, day, week, birthday, holiday, morning, afternoon, evening, night, bedtime, dinner time, playtime, today, yesterday, tomorrow, before, after, next, last, now, soon, early, late, quick, quicker, quickest, quickly, slow, slower, slowest, slowly, old, older, oldest, new, newer, newest, takes longer, takes less time, hour, o'clock, clock, watch, hands.

<ul style="list-style-type: none"> <li>• Numbers 1-3</li> <li>• Sorting into groups</li> <li>• Comparing quantities of items</li> <li>• Counting sequence to cardinality.</li> <li>• Learn rhymes and songs about numbers.</li> <li>• Develop spatial vocabulary.</li> <li>• Continue AB patterns, make their own AB patterns and spot errors with AB patterns.</li> </ul>	<ul style="list-style-type: none"> <li>• Numbers 1-5</li> <li>• Sorting into groups</li> <li>• Comparing quantities of items</li> <li>• Using Five Frames.</li> <li>• Counting sequence to cardinality.</li> <li>• Learn rhymes and songs about numbers.</li> <li>• Develop spatial vocabulary.</li> <li>• Continue AB patterns, make their own AB patterns and spot errors with AB patterns.</li> </ul>	<ul style="list-style-type: none"> <li>• Number Bonds to 5</li> <li>• Explore random structures within 5</li> <li>• Combining two groups, find a total.</li> <li>• Using Tens frames.</li> <li>• Part whole model</li> <li>• Use fingers to represent numbers up to 10.</li> <li>• Explore how to make unequal sets equal.</li> <li>• Creating ABB patterns, make their own ABB patterns and spotting errors of ABB patterns.</li> <li>• Identify similarities between shapes.</li> <li>• Comparing indirectly.</li> </ul>	<ul style="list-style-type: none"> <li>• Number Bonds to 5</li> <li>• Numbers 6-10 - consolidation.</li> <li>• Combining two groups, find a total</li> <li>• Tens frame</li> <li>• Part whole model</li> <li>• Use fingers to represent numbers up to 10.</li> <li>• Explore how to make unequal sets equal.</li> <li>• Creating ABB patterns, make their own ABB patterns and spotting errors of ABB patterns.</li> <li>• Identify similarities between shapes.</li> <li>• Comparing indirectly.</li> <li>• Become more familiar with counting beyond 20.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to practise subitising arrangements - focus on 1 more and doubling patterns.</li> <li>• Develop verbal skills counting beyond 20.</li> <li>• Develop confidence and accuracy with verbal counting.</li> <li>• Explore composition of 10.</li> <li>• Order sets of objects.</li> <li>• Making patterns that repeat around in a circle.</li> <li>• Making a pattern around a fixed border.</li> <li>• Describe properties of shapes.</li> <li>• Awareness of relationships between shapes.</li> </ul>	<ul style="list-style-type: none"> <li>• Consolidate understanding of previous concepts.</li> <li>• Making patterns that repeat around in a circle.</li> <li>• Making a pattern around a fixed border.</li> <li>• Describe properties of shapes.</li> <li>• Awareness of relationships between shapes.</li> <li>• Begin to use units to compare things.</li> <li>• Begin to use time to sequence events.</li> <li>• Begin to experience specific time durations.</li> </ul>
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					<ul style="list-style-type: none"> <li>• Begin to use units to compare things.</li> <li>• Begin to use time to sequence events.</li> <li>• Begin to experience specific time durations.</li> </ul>	
Understanding the World	<p>Understanding the World ELG: Past and Present Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Talk about the lives of the people around them and their roles in society;</li> <li>- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;</li> <li>- Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul> <p>ELG: People, Culture and Communities Children at the expected level of development will:</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>- 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, non-fiction texts and - when appropriate - maps.</li> </ul> <p>ELG: The Natural World Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Explore the natural world around them, making observations and drawing pictures of animals and plants;</li> <li>- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;</li> <li>- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>					
	<ul style="list-style-type: none"> <li>• Body parts - head, shoulder, knees, toes, eyes, ears, mouth, nose, elbow, knees.</li> </ul>	<p>Timeline - Add onto our timeline: Bonfire night &amp; Remembrance Day &amp; Birth of Jesus.</p>	<ul style="list-style-type: none"> <li>• Planting different seeds, maintaining them and watching them grow. To know</li> </ul>	<ul style="list-style-type: none"> <li>• Spring - seasons, changing weather</li> </ul> <p>To know the weather changes over time and throughout the day. Talk about the weather</p>	<ul style="list-style-type: none"> <li>• Compare and contrast aliens.</li> </ul> <p>Use descriptive vocabulary to compare the aliens -</p>	<ul style="list-style-type: none"> <li>• Labelling parts of animals - CBeebies - our planet video clips.</li> </ul>

<p>- The similarities and differences between boys and girls. (Age appropriate detail)</p> <ul style="list-style-type: none"> <li>• How the body works - how do we move our arms, role of the brain connected to the spine. What is good for the body.</li> <li>• Where do we live on a map? To be able to identify the UK on a world map and know we are an island.</li> <li>• Timeline - being born &amp; Starting school - Birth of Pope &amp; Bishop</li> </ul> <p>Significant events in the children's lives like starting at SSMJ, Remembrance Day, World Wars, oldest living person etc. Know there is a timeline in the classroom and be able to say if it was before the birth of Jesus or after. Use the Bible timeline in the same way to talk about Bible stories</p>	<p>Significant events in the children's lives like starting at SSMJ, Remembrance Day, World Wars, oldest living person etc. Know there is a timeline in the classroom and be able to say if it was before the birth of Jesus or after. Use the Bible timeline in the same way to talk about Bible stories from the Old and New Testaments. - Say if it is from the Old or New Testament.</p> <ul style="list-style-type: none"> <li>• Looking at different jobs people do. To be able to describe one or two significant jobs people do. Name some of the tools they may use or key vocabulary used in the job e.g. doctor - medicine,</li> </ul>	<p>what you need for plants to grow, use key vocabulary like sunshine, water, grow, dry, roots, leaves, food, drinks, bugs. To be able to describe a plant growing. To know it doesn't happen overnight.</p> <ul style="list-style-type: none"> <li>• Monitor the weather, record how it changes daily. Read symbols to show weather. To know the weather changes over time and throughout the day. Talk about the weather in daily conversations. Children to decide if they need their coat and say why.</li> <li>• Look at minibeasts we can find. To know some names of Minibeasts</li> </ul>	<p>in daily conversations. Children to decide if they need their coat and say why.</p> <ul style="list-style-type: none"> <li>• History of castles - plot on timeline, look at significant historical characters.</li> </ul> <p>Significant events in the children's lives like starting at SSMJ, Remembrance Day, World Wars, oldest living person etc. Know there is a timeline in the classroom and be able to say if it was before the birth of Jesus or after. Use the Bible timeline in the same way to talk about Bible stories from the Old and New Testaments. - Say if it is from the Old or New Testament. To know and talk about some significant historical characters on the timeline and talk about some of the activities we did around the person. (using books)</p> <ul style="list-style-type: none"> <li>• Make bread (Little Red Hen) To be able to talk about how bread is made. To know it is important to not touch face/hair etc when baking. To know bread needs to be</li> </ul>	<p>tall, short, colours, eyes, hands, arms, feet, legs, and to know why they have some of these things e.g. he has lots of eyes so he can see really well. (give reasons)</p> <ul style="list-style-type: none"> <li>• Sir Neil Armstrong and other astronauts. Development of space travel to present day. To know where he is on our class timeline and know who he is and what he did. To be able to talk a little about the first moon flight. (know three people went up, two landed on the moon and then came back). To know it happened a long time ago but within living memory.</li> </ul>	<p>To use key vocabulary to name parts of the animals - head, legs, back, eyes, nose, ears, mouths. To describe some similarities, differences in the animals. To say why they have what they have e.g. giraffe has a long neck to reach tall trees to eat the leaves.</p> <ul style="list-style-type: none"> <li>• Life cycles of animals To use key vocabulary to describe some animal life cycles e.g. egg, cocoon, caterpillar, butterfly, frog spawn, tadpole, frog etc.</li> <li>• Summer - seasons, changing weather. To know the weather changes over time and throughout the day. Talk about the weather in daily conversations. Children to decide if they need their coat and say why.</li> <li>• Looking at ice - melting/freezing etc. Making ice sculptures.</li> </ul>
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<p>from the Old and New Testaments. - Say if it is from the Old or New Testament.</p> <ul style="list-style-type: none"> <li>Autumn - seasons, changing weather - Name all four seasons and begin to say what you might see during each one (briefly) e.g. its cold, its hot, we need to wear shorts.</li> <li>Florence Nightingale (History BBC 2 History clips) - developed the role of 'nurses' to help look after injured. Or Edward Jenner creating vaccination against small pots.</li> </ul> <p>To know the role of nurses and Florence was a famous one from the past - put on timeline. To talk about what she did and how she taught people about germs and keeping clean by washing.</p>	<p>hospital, bandages, x-ray etc.</p> <ul style="list-style-type: none"> <li>Winter - seasons, changing weather. Name all four seasons and begin to say what you might see during each one (briefly) e.g. its cold, its hot, we need to wear shorts. Identify some signs of winter e.g. leaves fallen from trees, weather changing.</li> <li>Grace Darling (History BBC 2 video clips) - Who rescued a boat full of people during a storm - linked to RNLI. To know who Grace Darling is, what she did and where</li> </ul>	<p>(ladybird, ant, worm, fly, bee, woodlice, snail, slugs) and where they like to live. Talk about the 'environment' they live in and where best around school you can find them. Begin to use some descriptive vocabulary to describe them - small, tiny, six legs, no legs, dark, cold, water, families, rough, careful, God's creatures).</p> <ul style="list-style-type: none"> <li>Look at how you have grown from baby to adult. To know how you have changed from baby to child - got taller, learn to walk/jump/hop/run/talk/eat etc. To describe what babies can do and what children can do. To know they can't be a baby again. To know they will grow into an adult and get bigger. To know they will travel through school</li> </ul>	<p>cooked. To use the vocabulary associated with making bread like kneading, flour, yeast, sugar, water, grows. To know what happens to the bread when left (rise). To be able to say why it happens. (e.g. the yeast makes it grow - it gets warmer and it gets bigger).</p> <p>-what money is; forms that money comes in; that money comes from different sources</p> <p>-that people make different choices about how to save and spend money</p> <p>-about the difference between needs and wants; that sometimes people may not always be able to have the things they want</p> <p>-that money needs to be looked after; different ways of doing this</p> <p>-that jobs help people to earn money to pay for things.</p>		<p>To be able to say why ice melts and describe what would happen to it if we left it in the freezer or if we left it in the sun.</p> <ul style="list-style-type: none"> <li>Look at recycling - dangers to animals. To know what happens to our rubbish - recycling and not recycling and how we sort it. Know some names of materials like plastic, card, tin. Know why it's important to recycle and why we need to protect God's World. To talk about what recycling is. To talk about why it's important to recycle because it's dangerous to animals (might eat plastic or get it trapped around their bodies).</li> <li>Where do we live on a map? Where are significant other places we have heard about on a map? To be able to identify the UK on a world map and know we are an island. To identify other places around</li> </ul>
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	<ul style="list-style-type: none"> <li>• CBeebies Where in the World - explore how other children live in different countries comparing similarities and differences.</li> </ul> <p>To know that some other children in the world will not be doing the same things as they are - maybe they don't have a school, maybe they don't have a car, maybe their house is on water, maybe they have lots of snow etc.</p>	<p>she goes on our timeline. (briefly)</p> <ul style="list-style-type: none"> <li>• Invite a dentist to visit the children and talk about the importance of looking after your teeth.</li> </ul> <p>To know we need to brush our teeth and one or two reasons why.</p>	<p>and learn more as they go.</p> <ul style="list-style-type: none"> <li>• CBeebies Where in the World - explore how other children live in different countries comparing similarities and differences.</li> </ul> <p>To know that some other children in the world will not be doing the same things as they are - maybe they don't have a school, maybe they don't have a car, maybe their house is on water, maybe they have lots of snow etc. To say how they are similar and how they are different.</p>			<p>the world - where has anyone travelled to. Have a large map that we can add to - places we know. Children should know the world is huge and it is very different in different parts.</p> <ul style="list-style-type: none"> <li>• History of summer holidays - destinations countries around the world - comparing.</li> </ul> <p>To know 2 reasons why people, go to the beach. To know where you might find a beach (e.g. Clitheroe - no beach) To know that in the olden days people use to visit the beach for the holidays.</p>
Technology	<ul style="list-style-type: none"> <li>• Using smartboard to play games (Using ICT games and Purple Mash)</li> <li>• What are computers used for/what is technology.</li> </ul>	<ul style="list-style-type: none"> <li>• Using smartboard to play games</li> </ul> <p>To be able to navigate around the screen using the mouse and click on what they</p>	<ul style="list-style-type: none"> <li>• Finding and locating keys on the keyboard.</li> </ul> <p>To know where some of the keys are e.g. letters to spell name, to write sentence, to know where number</p>	<ul style="list-style-type: none"> <li>• Finding and locating keys on the keyboard.</li> </ul> <p>To know where some of the keys are e.g. letters to spell name, to write sentence, to know where number keys are, to know where arrow keys</p>	<ul style="list-style-type: none"> <li>• Using computers to write some short sentences.</li> </ul> <p>To be able to find the keys to type. To be able to add pictures to the text. To be able to</p>	<ul style="list-style-type: none"> <li>• Using computers to write some short sentences.</li> <li>• Adds pictures selected from a search engine/Purple Mash.</li> </ul>

	<p>To know what the word technology means and describe some technology in school.</p> <ul style="list-style-type: none"> <li>• Staying safe online.</li> </ul> <p>- That people sometimes behave differently online, including by pretending to be someone they are not.</p> <p>-How information and data is shared and used online.</p> <p>- Why social media, some computer games and online gaming, for example, are age restricted.</p> <p>-that not all information seen online is true.</p> <p>-that people can say hurtful things online.</p>	<p>need to play the games.</p>	<p>keys are, to know where arrow keys are, to know where space bar is, full stop.</p> <ul style="list-style-type: none"> <li>• To be able to take photographs on the i-pad to record work.</li> <li>• Staying safe online.</li> </ul> <p>- That people sometimes behave differently online, including by pretending to be someone they are not.</p> <p>-How information and data is shared and used online.</p> <p>- Why social media, some computer games and online gaming, for example, are age restricted.</p> <p>-that not all information seen online is true.</p> <p>-that people can say hurtful things online.</p>	<p>are, to know where space bar is, full stop.</p> <ul style="list-style-type: none"> <li>• To be able to use a beebot/codeapillar to navigate around the floor.</li> </ul> <p>To know what the arrows mean. To know key vocabulary like forwards, backwards, left, right.</p>	<p>change the colour. To be able to navigate around the screen.</p> <ul style="list-style-type: none"> <li>• Adds pictures selected from Purple Mash.</li> <li>• Staying safe online.</li> </ul> <p>- That people sometimes behave differently online, including by pretending to be someone they are not.</p> <p>-How information and data is shared and used online.</p> <p>- Why social media, some computer games and online gaming, for example, are age restricted.</p> <p>-that not all information seen online is true.</p> <p>-that people can say hurtful things online.</p>	<p>To be able to find the keys to type. To be able to add pictures to the text. To be able to change the colour. To be able to navigate around the screen.</p>
<p>Expressive Arts &amp; Designs</p>	<p>Expressive Arts and Design          ELG: Creating with Materials          Children at the expected level of development will:          - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;</p>					

- Share their creations, explaining the process they have used;
  - Make use of props and materials when role playing characters in narratives and stories.
- ELG: Being Imaginative and Expressive  
Children at the expected level of development will:
- Invent, adapt and recount narratives and stories with peers and their teacher;
  - Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and - when appropriate - try to move in time with music.
- Physical Development  
ELG: Fine Motor Skills  
Children at the expected level of development will:
- Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases;
  - Use a range of small tools, including scissors, paint brushes and cutlery;
  - Begin to show accuracy and care when drawing.

<ul style="list-style-type: none"> <li>• Musical History - classical, pop and jazz - Know music has changed overtime and there are different types of music. To know we make music by using instruments. To know the names of one or two instruments and how they are played.</li> <li>• Constructs people using different materials - knowing how to cut and stick accurately. Use different materials like material, card, paper, wool and combine to make a</li> </ul>	<ul style="list-style-type: none"> <li>• Me - Charanga Music (See Music overview)</li> <li>• Get ready for performance. To be able to stand in front of people and sing a song as a class. To share feelings about performing.</li> <li>• Large scale construction for different vehicles and objects different jobs may need. Using larger cardboard boxes to create items</li> </ul>	<ul style="list-style-type: none"> <li>• My Stories- Charanga music (See Music overview)</li> <li>• Constructing things that grow using different materials. To be able to create flowers using cutting, sticking skills. To use key vocabulary linked to topic.</li> <li>• Sewing - constructing small sewing pieces. To be able to use the under over stitch to hold two pieces of material together. To know needles are</li> </ul>	<ul style="list-style-type: none"> <li>• Everyone Charanga music (See Music overview) Get ready for performance To be able to stand in front of people and sing a song as a class. To share feelings about performing. To share ideas about how to make the performance better or which role they would like to play and why.</li> <li>• Use different materials to construct castles, towers etc (objects from fairy tales) Using larger cardboard boxes to create items linked to castles. E.g. bow and arrows/ castles. To know how to attach the materials together. To know we can use pictures</li> </ul>	<ul style="list-style-type: none"> <li>• Our World Charanga (See Music overview)</li> <li>• Construct using boxes and other materials - moveable parts. To be able to use split pins to create moveable parts for the aliens. To use hinges on vehicles etc. To attach the materials together correctly. To use key vocabulary linked to topic.</li> </ul>	<ul style="list-style-type: none"> <li>• Reflect, Rewind and Replay- Charanga (See Music overview)</li> <li>• Construct creatures using different materials. To use drawing/sketching/painting confidently using the correct colours and tools.</li> <li>• Weave materials to create sea creatures. To be able to have a go with the under/over movement to create weaving.</li> <li>• Get ready for performance. To be able to stand in front of people and sing</li> </ul>
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	<p>person. To know how to stick the different materials together e.g. cello tape is not a good choice. To use key vocabulary linked to topic.</p>	<p>linked to jobs e.g. radio for police, fire engine for firefighters etc. To know how to attach the materials together. To know we can use pictures to help us create things and look closely for things we might need. To use key vocabulary linked to topic.</p>	<p>sharp. To talk about how we keep safe when using needles.</p>	<p>to help us create things and look closely for things we might need. To use key vocabulary linked to topic.</p>		<p>a song as a class. To share feelings about performing. To share ideas about how to make the performance better or which role they would like to play and why. To use key vocabulary linked to topic.</p>
<p>Being Imaginative</p>	<ul style="list-style-type: none"> <li>• Create Autumn pictures using printing. To be able to collect leaves (natural items) and use them to print - look closely at the shapes made - what do you notice - talk about it.</li> <li>• Paint self-portraits. To be able to draw a circle for the face adding, eyes, ears, nose, mouth, hair using similar shapes to objects. To know that people have different</li> </ul>	<ul style="list-style-type: none"> <li>• Create firework pictures To be able to use printing to create different fireworks or splatter painting. To know that when adding glitter we shake it into a newspaper and gather it back up. To know what glitter is and how we can use it.</li> <li>• Create items related to</li> </ul>	<ul style="list-style-type: none"> <li>• Use clay to create flowers/magnets etc. To be able to use hands to create different shapes. To roll the clay, cut the clay, attach two pieces together. To smooth the clay to create different shapes. To use a sharper tool to create a pattern in the clay.</li> <li>• To be able to sketch pictures.</li> </ul>	<ul style="list-style-type: none"> <li>• Act out stories using costumes etc. To be able to use their voice to say lines to describe what is happening. To use key vocabulary from the stories in the story telling. To use props in the story to help them tell it. To talk/speak confidently to perform. To listen carefully to performance showing good attention and respectful behaviour.</li> <li>• To be able to sketch pictures. To be able to hold a pencil correctly for sketching. To know it's about looking</li> </ul>	<ul style="list-style-type: none"> <li>• Create pictures in the style of Kandinsky. To know who Kandinsky is and where he is on our timeline. To know some of his pieces he created. To know some of the colours he uses or talk about what his pictures look like. To hold a paintbrush effectively. To know paint can be mixed to create different shades of colours.</li> </ul>	<ul style="list-style-type: none"> <li>• Create summer sketches using paint. To hold a paintbrush effectively. To know paint can be mixed to create different shades of colours. To know how to pour my own paint. To know I need to wear a paint shirt.</li> <li>• To paint on different materials - cloth, clingfilm, boxes etc.</li> </ul>

	<p>coloured skin and how we can show that in our colouring. (use yellow for blonde hair, use brown for darker skin etc) To be able to hold crayons/pencils effectively.</p>	<p><b>Remembrance Day</b>          To know what Remembrance Day is and what we are remembering. To know that the poppies help us to remember. To talk about the cannons firing.</p> <ul style="list-style-type: none"> <li>• Create Christmas objects such as cards, stockings, crackers, calendars etc</li> </ul> <p>To use cutting, sticking, printing, decorating to create different items.</p>	<p>To be able to hold a pencil correctly for sketching. To know it's about looking closely and taking time to sketch.</p>	<p>closely and taking time to sketch. To be able to add some colour and match what has been seen.</p>	<p>To know how to pour my own paint. To know I need to wear a paint shirt.</p>	
<p>Role Play Areas (Inside &amp; Out)</p>	<ul style="list-style-type: none"> <li>• Home (something familiar to begin the year)</li> <li>• Hospital</li> <li>• Museum</li> </ul>	<ul style="list-style-type: none"> <li>• Ambulance</li> <li>• Mountain Rescue - mountains and rescue equipment</li> <li>• School</li> <li>• Mechanics</li> <li>• Nativity</li> <li>• Dentists</li> </ul>	<ul style="list-style-type: none"> <li>• Garden centre</li> <li>• Bug Centre</li> </ul>	<ul style="list-style-type: none"> <li>• Bakery</li> <li>• Castle</li> <li>• Bank - (linked to understanding money and how adults get money to spend).</li> </ul>	<ul style="list-style-type: none"> <li>• Space - alien planet</li> <li>• Rocket - large construction.</li> </ul>	<ul style="list-style-type: none"> <li>• Beach</li> <li>• Under the Sea</li> <li>• Arctic Explorer</li> <li>• Recycling Centre</li> </ul>
<p>Forest School</p>	<ul style="list-style-type: none"> <li>• Boundaries</li> <li>• Safety</li> </ul>	<ul style="list-style-type: none"> <li>• Fire safety</li> <li>• Cooking items</li> </ul>	<ul style="list-style-type: none"> <li>• Build a Bug Hotel</li> </ul>	<ul style="list-style-type: none"> <li>• Build a den out of natural resources.</li> </ul>	<ul style="list-style-type: none"> <li>• Giant Bubbles</li> </ul>	<ul style="list-style-type: none"> <li>• Flower Crowns</li> </ul>

	<ul style="list-style-type: none"> <li>• What can you find? Play Kym's game with the objects. Natural pictures.</li> <li>• Where is it from?</li> <li>• Signs of Autumn - conkers/leaves etc</li> </ul>	<ul style="list-style-type: none"> <li>• Stick people</li> <li>• Mud pies</li> <li>• Pictures in the mud</li> </ul>	<ul style="list-style-type: none"> <li>• Make a cairn - natural tower made out of stones.</li> <li>• Potato Peeler Whittling making structures.</li> <li>• Identify trees/leaves around</li> </ul>	<ul style="list-style-type: none"> <li>• Build dragons dens</li> <li>• Mobiles (Natural)</li> </ul>	<ul style="list-style-type: none"> <li>• Identification of flowers/trees</li> <li>• Natural flower pictures</li> </ul>	<ul style="list-style-type: none"> <li>• Fairy World - create different aspects e.g. homes, fairground, school etc.</li> <li>• Fairy soup</li> </ul>
Performances	Poem/Music to Parents	Christmas Nativity (Christmas Story)- members of the community	Perform Our World Music songs to parents.	Easter Performance - Easter story.	Perform Big Bear Funk to parents.	Summer performance - short story members of the community
Opportunities for Food preparation/baking	Toast/snacks - Creating a healthy packed lunch. Sequencing making a sandwich for Maths.	Christmas biscuits - shortbread	Easter nests - melting chocolate. Pancakes 1/3 - Shrove Tuesday	Making bread Fruit skewers for addition - maths.	Making cakes	Making pizza
Visits	Local Area - Library 20/9/23 -Road safety - how to move around the town safely. (Keeping ourselves safe)	Local Area - castle- Road safety - how to move around the town safely. (Keeping ourselves safe) 19/11 - 26/11 National Road Safety Week - Right Start.	Visit a garden centre - Flower Bowl/Myerscough?	Local Area - castle museum Road safety - how to move around the town safely. (Keeping ourselves safe)	Visit local river - river dipping? Water safety - how to keep ourselves safe around water. Sun safety - how to keep safe in the sun. National Walk to School Week 16/5 - 20/5.	Visit - Beach Morecambe? Water safety - how to keep ourselves safe around water. Sun safety - how to keep safe in the sun.

Characteristics of Effective Learning are reflected throughout this overview however these are more reflected in the ethos of the whole classroom and the topics the children initiate through their experiences at SSMJ:

- Playing and exploring - children investigate and experience things, and 'have a go'

- Active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- Creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things

This overview shows the areas the children could cover but in EYFS we also like to reflect the children's interests so this may also be reflected within the classroom environment/displays and as a result topics/areas may be tweaked.

