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| **Possible themes** | **Term** | **Area of Learning** | **Development Matters statements to be covered** |
|  | | | **Gospel Value: Respect** |
| Myself  Superheroes | **Autumn 1** | **PSED** | **Making Relationships**  22.Demonstrate friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. |
| **Managing Feelings and Behaviour**  25. Try to adapt behaviour to different events, social situations and changes in routine. |
| **Self Confidence & Self-Awareness**  16. To talk to other children when playing, and communicate freely about own home and community.  17. To ask adults for help.  19. Describe self in positive terms and talk about abilities. |
| **C&L** | **Listening and Attention**  21. Join in with repeated refrains and anticipate key events and phrases in rhymes and stories.  22. Focus attention – still listen or do, but shift own attention.  23. Follow directions (if not intently focused on own choice of activity  24. Maintain attention, concentrate and sit quietly doing appropriate activity. |
| **Speaking**  30. Build up vocabulary that reflects the breadth of their experiences. |
| **Understanding**  14. Respond to simple instructions, e.g. to get or put away and object. |
| **PD** | **Moving & Handling**  45. Experiment with different ways of moving.  48. Demonstrate confidence and skill when travelling under, over and through balancing and climbing equipment. |
| **Health & Self-Care**  30. Keep dry and clean during the day.  31. Gain understanding of good practices with regard to exercise, eating, sleeping and hygiene. |
| **L** | **Reading**  23. Continue a rhyming string.  24. Hear and say initial sounds in words.  26. Link sounds to letters, name and sound the letters of the alphabet. |
| **Writing**  4. Give meaning to marks made as they draw, write and paint.  11. Write own name |
| **M** | **Numbers**  26. Recognise some numerals of personal significance.  27. Recognise numerals 1 to 5.  28. Count up to 3 or 4 objects saying one number name for each item. |
| **Shape Space and Measures**  26. Use familiar objects and common shapes to create and recreate patterns and build models.  29. Order and sequence familiar events. |
| **UW** | **People and Communities**  7. Show interest in lives of people who are familiar to them.  12. Enjoy joining in with family customs and routines. |
| **The World**  19. Develop an understanding of growth, decay and changes over time |
| **Technology**  9. Complete a simple program on a computer |
| **EAD** | **Exploring and Using Media and Materials**  23. Begin to build a repertoire of songs and dances.  25. Select tools and techniques needed to shape, assemble and join materials they are using. |
| **Being Imaginative**  14. Capture experiences and responses with a rage of media, such as music, dance, paint and other materials or words  15. Create simple representations of events, people or objects |
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|  | | | **Gospel Value: Generosity** |
| Celebrations | **Autumn 2** | **PSED** | **Making Relationships**  23. Initiate conversations, attend to and takes account of what others say |
| **Managing Feelings and Behaviour**  27. Become aware of boundaries set, and behaviour expectations in the setting |
| **Self Confidence & Self-Awareness**  17. To talk to others about own needs, wants and interests |
| **C&L** | **Listening and Attention**  24. Maintain attention, concentrate and sit quietly doing appropriate activity |
| **Speaking**  32. Extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words  33. Use language to imagine and re-create roles and experiences in play situations |
| **Understanding**  18. Listen to and respond to ideas expressed by others in conversation or discussion |
| **PD** | **Moving and Handling**  50. Use simple tools to effect changes to materials  52. Show preference for a dominant hand  53. Use anticlockwise movement and retrace vertical lines  54. Begin to form recognisable letters |
| **Health and Self-care**  33. Show understanding of how to transport and store equipment safely |
| **L** | **Reading**  24. Hear and say initial sound in words  26. Link sounds to letters, name and sound the letters of the alphabet  27. Read words |
| **Writing**  7. Hear and say the initial sound in words  9. Link sounds to letters, naming and sounding the letters of the alphabet.  11. Write own name |
| **M** | **Numbers**  29. Count actions or objects that cannot be moved.  30. Count objects to 10, beginning to count beyond 10  31. Count out up to 6 objects from a larger set.  32. Select correct numeral to represent 1-5, then 1-10 objects  33. Count an irregular arrangement of up to 10 objects  35. Use language of ‘more’ and ‘fewer’ to compare 2 sets of objects |
| **Shape, Space and measure**  21. Begin to use mathematical names for solid 3d shapes and flat 2-d shapes and mathematical terms to describe shapes  22. Select a particular named shape  23. Describe their relative position such as behind or next to  24. Order 2 or 3 items by length or height |
| **UW** | **People and Communities**  8.Recall and talk about significant events in their own life  9. Recognise and describe special times or events for family or friends |
| **The World**  17. Talks about some of the things that they have observed such as plants, animals, natural and found objects  21. Looks closely at similarities, difference, patterns and change |
| **Technology**  9. Complete a simple program on a computer |
| **EAD** | **Exploring and Using Media and Materials**  25. Explore what happens when they mix colours  26. Experiment to create different textures  29. Construct with a purpose in mind, using a variety of resources  30.Use simple tools and techniques competently and appropriately |
| **Being Imaginative**  17.Choose particular colours for a purpose  18.Introduce a storyline or narrative into their play |
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|  | | | **Gospel Value: Honesty** |
| Traditional Tales  Space | **Spring 1** | **PSED** | **Making Relationships**  24. Explain own knowledge and understanding, and ask appropriate questions of others |
| **Self Confidence and Self-Awareness**  18. Confident to speak to others about own needs, wants, interests and opinions |
| **Managing feelings and Behaviour**  26. Gain understanding that own actions affect other people |
| **C&L** | **Listening and Attention**  25. Listen and do for a short span |
| **Understanding**  16. Respond to instructions involving a two-part sequence.  Understand humour, eg nonsense rhymes, jokes |
| **Speaking**  35. Use talk to organise, sequence and clarify thinking, ideas, feelings and events  36. Introduce a storyline or narrative into their play |
| **PD** | **Moving and Handling**  46. Jump off an object and land appropriately  47. Negotiate space when playing racing and chasing games, adjust speed or change direction to avoid obstacles |
| **Health & Self-Care**  29. Eat a healthy range of foodstuffs and understand need for variety in food  34. Practice appropriate safety measures without direct supervision |
| **L** | **Reading**  25. Segment sounds in simple words and blend together- showing that they know which letter represent some of them  27. Read words and simple sentences  28. Use vocabulary and forms of speech that are increasingly influenced by their experiences of books |
| **Writing**  5. Begin to break the flow of speech into words  8. Segment the sounds in simple words and blend them together  11. Write labels  12. Attempt to write sentences in meaningful contexts |
| **M** | **Numbers**  29. Count objects or items that cannot be moved  34. Estimate how many objects they can see and count and check them  36. Find total number of items in 2 groups by counting all of them  37. Say the number that is one more than a given number  38. Find 1 more or 1 less from a group of up to 5 objects, and then 10 objects  41. Begin to identify own mathematical problems based on own interests |
| **Shape, Space and Measure**  27. Use everyday language related to time  30. Measure short periods of time in simple ways |
| **UW** | **People & Communities**  10 Show interest in different occupations and ways of life |
| **The World**  21. Look closely at similarities, difference, patterns and change |
| **Technology**  10 Use ICT hardware to interact with age appropriate computer software |
| **EAD** | **Exploring and Using Media and Material**  24. Explore the different sounds of instruments  27. Gain understanding that different media can be combined to create different effects |
| **Being Imaginative**  19. Play alongside children who are engaged in the same theme  20.Play co-operatively as part of a group to develop and act out a narrative |
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|  | | | **Gospel Value: Forgiveness** |
| Traditional Tales  Superheroes  Lifecycles | **Spring 2** | **PSED** | **Making Relationships**  25. Take steps to resolve conflicts with other children eg finding a compromise  ELG4. They form positive relationships with adults and other children |
| **Self Confidence and Self-Awareness**  18. Confident to speak to others about own needs, wants and interests |
| **Managing feelings and Behaviour**  28. Beginning to negotiate and solve problems without aggression |
| **C&L** | **Listening and Attention**  25. Listen and do for a short span |
| **Understanding**  17. Follow a story without pictures or props |
| **Speaking**  34. Link statements and stick to a main theme or intention |
| **PD** | **Moving and Handling**  49. Show increasing control over an object in pushing, patting, throwing, catching or kicking it  51. Handle tools, objects, construction and malleable materials safely |
| **Health & Self-Care**  32. Show understanding of need for safety when undertaking new challenges, considering and managing some risks  ELG1. Children know the importance for good health of physical exercise, and a healthy diet and talk about ways to keep healthy and safe. |
| **L** | **Reading**  27. Read words and simple sentences  30. Know that information can be retrieved from books and computers |
| **Writing**  10. Use some clearly identifiable letters to communicate meaning, represent some sounds in correctly and in sequence  12. Attempt to write short sentences in meaningful contexts |
| **M** | **Numbers**  39. Begin to use the vocabulary involved in adding and subtracting  40. Record using narks they can interpret and explain |
| **Shape, Space and Measure**  21. Begin to use mathematical names for solid 3d shapes and flat 2D shapes  25.Order 2 or 3 items by weight or capacity  28. Begin to use everyday language related to money |
| **UW** | **People & Communities**  ELG1. Children talk about past and present events in their own  lives and in the lives of family members. |
| **The World**  ELG3. They make observations of animals and plants and explain why some things occur, and talk about changes. |
| **Technology**  12. Use ICT hardware to interact with age appropriate computer software  ELG2. They select and use technology for particular purposes. |
| **EAD** | **Exploring and Using Media and Materials**  24. Explore the different sounds of instruments  27. Gain understanding that different media can be combined to create different effects |
| **Being Imaginative**  20. Play co-operatively as a group to develop and act out a narrative |
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|  | | | **Gospel Value: Compassion** |
| Superheroes  Lifecycles | **Summer 1** | **PSED** | **Making Relationships**  1. Children play co-operatively, taking turns with others.  2. They take account of one another’s ideas about how to organise their activity. |
| **Self Confidence and Self-Awareness**  2. They can say why they like some activities more than others.  3. They are confident to speak in a familiar group.  4. They will talk about their ideas. |
| **Managing feelings and Behaviour**  1. Children talk about how they and others show feelings.  2. Children talk about their own and others’ behaviour and its consequences and know that some behaviour is unacceptable |
| **C&L** | **Listening and Attention**  2. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.  3. They give their attention to what others say and respond appropriately, while engaged in another activity. |
| **Understanding**  1. Children follow instructions involving several ideas or actions. |
| **Speaking**  1. Children express themselves effectively, showing awareness of listeners’ needs.  2. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. |
| **PD** | **Moving and Handling**  1. Children show good control and co-ordination in large and small movements.  2. Children move confidently in a range of ways, safely negotiating space. |
| **Health & Self-Care**  1. Children know the importance for good health of physical exercise, and a healthy diet and talk about ways to keep healthy and safe. |
| **L** | **Reading**  1. Children read and understand simple sentences.  2. They use phonic knowledge to decode regular words and read them aloud accurately.  3. They read some common irregular words. |
| **Writing**  1. Children use their phonic knowledge to write words in ways which match their spoken sounds.  2. They also write some irregular common words.  3. They write simple sentences which can be read by themselves and others.  4. Some words are spelt correctly and others are phonetically plausible. |
| **M** | **Numbers**  1. Children count reliably with numbers from 1 to 20.  2. They place them in order.  3. They say which number is one more or one less than a given number. |
| **Shape, Space and Measure**  1. Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.  2. They recognise, create and describe patterns. |
| **UW** | **People & Communities**  3. They know about similarities and differences between themselves and others, and among  families, communities and traditions. |
| **The World**  1. Children know about similarities and differences in  relation to places, objects, materials and living things.  2. They talk about the features of their own immediate environment and how environments might vary from one another. |
| **Technology**  1. Children recognise that a range of technology is used in  places such as homes and schools. |
| **EAD** | **Exploring and Using Media and Materials**  2. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and  function. |
| **Being Imaginative**  2. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories. |
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|  | | | **Gospel Value: Patience** |
| Pirates  Under the Sea | **Summer 2** | **PSED** | **Making Relationships**  4. They form positive relationships with adults and other children |
| **Self Confidence and Self-Awareness**  4. They will talk about their ideas.  5. They will choose the resources they need for their chosen activities.  6. They say when they do or don’t need help. |
| **Managing feelings and Behaviour**  3. They work as part of a group or class and understand and follow the rules.  4. They adjust their behaviour to different situations.  5. They take changes of routine in their stride. |
| **C&L** | **Listening and Attention**  3. They give their attention to what others say and respond appropriately, while engaged in another activity. |
| **Understanding**  2. They answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events. |
|  | **Speaking**  2. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future.  3. They develop their own narratives and explanations by connecting ideas or events. |
| **PD** | **Moving and Handling**  3. They handle equipment and tools effectively, including pencils for writing. |
| **Health & Self-Care**  2. They manage their own basic hygiene and person needs successfully, including dressing and going to the toilet independently. |
| **L** | **Reading**  1. Children read and understand simple sentences.  2. They use phonic knowledge to decode regular words and read them aloud accurately.  3. They read some common irregular words.  4. They demonstrate understanding when talking with others about what they have read. |
| **Writing**  1. Children use their phonic knowledge to write words in ways which match their spoken sounds.  2. They also write some irregular common words.  3. They write simple sentences which can be read by themselves and others.  4. Some words are spelt correctly and others are phonetically plausible |
| **M** | **Numbers**  3. They say which number is one more or one less than a given number.  4. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer.  5. They solve problems, including doubling, halving and sharing. |
| **Shape, Space and Measure**  2. They recognise, create and describe patterns.  3. They explore characteristics of everyday objects and shapes and use mathematical language to describe them. |
| **UW** | **People & Communities**  1. Children talk about past and present events in their own  lives and in the lives of family members.  2. They know that other children don’t always enjoy the same things, and are sensitive to this. |
| **The World**  3. They make observations of animals and plants and explain why some things occur, and talk about changes. |
| **Technology**  1. Children recognise that a range of technology is used in  places such as homes and schools.  2. They select and use technology for particular purposes. |
| **EAD** | **Exploring and Using Media and Materials**  1. Children sing songs, make music and dance, and  experiment with ways of changing them. |
| **Being Imaginative**  1. Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. |