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| **Autumn Term 2021** |
| **Communication and Language** |
| **Intent (From Development Matters)** | **Implementation** | **Impact** | **Key Texts** | **Gospel Values & British Values** | **Opportunities for Cultural Capital** | **Possible Themes** |
| Pay attention to more than one thing at a time, which can be difficult. |  -Encourage children to switch their attention by using clear prompts and the child’s name. | Children at St John Vianney Catholic Primary School will be able to:- demonstrate effective listening to peers and adults and respond effectively-be socially skilled- demonstrate a thirst for knowledge by asking pertinent questions and probing further into their learning- demonstrate a rich and broad experience of quality texts and stories, making comments on them as appropriate- be adept at singing songs, rhymes and poems by heart | You ChooseSomeone BiggerPeace at lastWhatever next?Owl BabiesRoom on a broomStickmanThe GruffaloBrown Bear what do you see? | **Gospel Values:**-Respect (Autumn 1)-Generosity (Autumn 2)**British Values:**Tolerance & Respect | -Stay & Play sessions for parents where the children can demonstrate their knowledge of their setting and share their experiences with their parents/carers-Bonfire Night experiences -Christmas nativity -Carol signing for the community. | We are all specialNumbers/colours/shapesCelebrationsAutumn timeAdvent and Christmas |
| Use a wider range of vocabulary. | -The Write Stuff approach-Extend children’s vocab and always explain unfamiliar words.  |
| Know many rhymes, be able to talk about familiar books, and be able to tell a long story. | -Regular planned, quality story and song times daily.-Plan activities and topics around familiar stories and rhymes.-Constant access to a range of quality texts within provision. |
| Sing a large repertoire of songs. | -Regular planned, quality rhyme time and singing daily | **Vocabulary** | **PE** | **Come and See** | **Computing** | **Journey in Love (RHSE)** |
| Develop their communication, but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’. | -Adult modelling and support in provision-Recast what the child said instead of correcting them. -Respond naturally pronouncing the word correctly.  | FeelingsFriendshipDifferenceSimilarIndividualChoiceRespectChangeAutumnCelebrateCelebration | Movement and using spaceBall skills | Domestic Church-Family-MyselfBaptism/Confirmation-Belonging-WelcomeAdvent/Christmas-Loving-Birthday | Exploring Hardware.Taking Pictures | We are all special topic Physical-focus on appearances, similarities and differences, size, etc.Emotional and Intellectual- Focus on feelings and expressions. What makes us happy/ sad etc. How do we show this?  |
| Develop their pronunciation but may have problems saying:- some sounds: r, j, th, ch, sh- multi-syllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’.. | -Adult modelling and support in provision -Recast what the child said instead of correcting them.-Respond naturally and pronounce the word correctly. |
| Use longer sentences of four to six words. | -Adult modelling and support in provision-Expand on children’s phrases as well as adding new language add new ideas. |
| **Spring Term 2022** |
| **Communication and Language** |
| **Intent (From Development Matters)** | **Implementation** | **Impact** | **Key Texts** | **Gospel Values & British Values** | **Opportunities for Cultural Capital** | **Possible Themes** |
| Enjoy listening to longer stories and can remember much of what happens. | -Quality stories and story time-Planned activities and topics around familiar stories and rhymes.-Constant access to a range of quality texts within provision. | Children at St John Vianney Catholic Primary School will be able to:-Learn new vocabulary through a systematic process, becoming more adept at utilising a broader range of vocabulary-be articulate in their use of language and explanations- be adept at singing songs, rhymes and poems by heart | Traditional tales: The Gingerbread manGoldilocks and the three bearsThe Three little pigsThe Monkey puzzlePolar bear what do you hear? | **Gospel Values:**Honesty (Spring 1)Forgiveness (Spring 2)**British Values:**-Responsibility-Law | - Visits from People who help us in the community.-Visit to COOP-Easter activities in the community-Meet the Muslims | WinterAntarcticaWe love books Traditional TalesPeople who help usEaster time |
| Use a wider range of vocabulary. | -The Write stuff approach-Extend children’s vocab and always explain unfamiliar words. -Adult modelling and support in provision-Expand on children’s phrases as well as adding new language add new ideas. |
| Sing a large repertoire of songs. | -Regular planned, quality rhyme time and singing daily |
| Know many rhymes, be able to talk about familiar books, and be able to tell a long story. | -Regular planned, quality story and song times daily.-Planned activities and topics around familiar stories and rhymes.-Constant access to a range of quality texts within provision. | **Vocabulary** | **PE** | **Come and See** | **Computing** | **Journey In Love (RHSE)** |
| Develop their communication, but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’. | -Adult modelling and support in provision -Recast what the child said instead of correcting them.-Respond naturally and pronounce the word correctly. | WinterWeatherFrozenAntarcticaHelpCommunityForgiveness | DanceLarge equipment | Local Church-Community-CelebratingEucharist-Relating-GatheringLent/Easter-Giving-Growing | All about instructions-Following simple instructions | Social-Children will welcome new starters. They will be learning that all boys and girls are friends together.  |
| Develop their pronunciation but may have problems saying:- some sounds: r, j, th, ch, sh- multi-syllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’.. | -Adult modelling and support in provision-Recast what the child said. -Respond naturally and pronounce the word correctly. |
| Use longer sentences of four to six words. | -The Write stuff approach-Extend children’s vocab and always explain unfamiliar words.-Adult modelling and support in provision-Expand on children’s phrases as well as adding new language add new ideas. |
| Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. | -Model language that promotes thinking and challenges children.-Use open ended questions that encourage more thinking and longer responses-Help children to elaborate on how they are feeling. |
| Start a conversation with an adult or a friend and continue it for many turns. |
| Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.” |

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| **Summer Term 2022** |
| **Communication and Language** |
| **Intent (From Development Matters)** | **Implementation** | **Impact** | **Key Texts** | **Gospel Values & British Values** | **Opportunities for Cultural Capital** | **Possible Themes** |
| Use a wider range of vocabulary. | -Quality adult modelling and encouraging the children to extend their sentences orally | Children at St John Vianney Catholic Primary School will be able to:-Use varied sentence structure and extended sentences orally-be aware of a range of different texts including Non-Fiction texts-engage in quality talk and discussions about stories that they are familiar with  | The very hungry caterpillarThe very lazy ladybirdLazy OzzyThe Busy SpiderHandas surpiriseHandas HenPirates love underpantsA squash and a squeezeGoing on a Bear hunt  | **Gospel Values:**Compassion (Summer 1)Patience (Summer 2)**British Values:**DemocracyLiberty | -Beach visit-Trip to a Farm | SpringGrowthLife CyclesSummertimeSeasidePiratesUnder the SeaAnimalsAt the farm |
| Develop their communication, but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’. | -Adult modelling and support in provision-Recast what the child said. -Respond naturally and pronounce the word correctly. |
| Know many rhymes, be able to talk about familiar books, and be able to tell a long story. | -Regular planned, quality story and song times daily.-Planned activities and topics around familiar stories and rhymes.-Constant access to a range of quality texts within provision. |
| Sing a large repertoire of songs. | -Regular planned, quality rhyme time and singing daily | **Vocabulary** | **PE** | **Come and See** | **Computing** | **Journey in Love (RHSE)** |
| Develop their pronunciation but may have problems saying:- some sounds: r, j, th, ch, and sh- multi-syllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’.. | -Adult modelling and support in provision-Recast what the child said. -Respond naturally and pronounce the word correctly. | ChangeSpringSummerGrowthLife cyclePlantFlowerComputerMouseKeyboardWonder | AthleticsSports day activities | Pentecost-Serving-Good newsReconciliation-Inter-relating-FriendsUniversal Church-World Our World | Using a computer-Keyboards and mouse control | Spiritual- Children will focus on the wonders of God’s world.  |
| Use longer sentences of four to six words. | - The Write Stuff approach-Extend children’s vocab and always explain unfamiliar words.-Adult modelling and support in provision-Expand on children’s phrases as well as adding new language add new ideas. |
| Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. | -Model language that promotes thinking and challenges children.-Use open ended questions that encourage more thinking and longer responses-Help children to elaborate on how they are feeling. |
| Start a conversation with an adult or a friend and continue it for many turns. |
| Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.” |

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| **Autumn Term 2021** |
| **Personal, Social and Emotional Development** |
| **Intent (From Development Matters)** | **Implementation** | **Impact** | **Key Texts** | **Gospel Values & British Values** | **Opportunities for Cultural Capital** | **Possible Themes** |
| Select and use activities and resources, with help when needed. | -Respond to children’s interests and widen the range of activities available to the children.-Model new activities that encourage children to join in. | Children at St John Vianney Catholic Primary School will be able to:-know that they are highly valued as individuals and that they value others-treat others with respect-be independent in their management of themselves in terms of life skills and self-help skills | You ChooseSomeone BiggerPeace at lastOwl BabiesRoom on a broomStickmanThe Nativity StoryThe Gruffalo | **Gospel Values:**-Respect (Autumn 1)-Generosity (Autumn 2)**British Values:**Tolerance & Respect | -Stay & Play sessions for parents where the children can demonstrate their knowledge of their setting and share their experiences with their parents/carers--Bonfire Night experiences -Christmas nativity -Carol signing for the community. | We are all specialNumbers/colours/shapesCelebrationsAutumn timeAdvent and Christmas  |
| Play with one or more other children, extending and elaborating play ideas. | -Adult modelling positive play and co-operation.--Respond to children’s interests and widen the range of activities available to the children.- |
| Manage their own needs.  | -Adult support and teaching to dress/undress, manage effective handwashing & toileting | **Vocabulary** | **PE** | **Come and See** | **Computing** | **Journey in Love (RHSE)** |
| Increasingly follow rules, understanding why they are important. | -Adult modelling-Explain why we have rules and display visual reminders for the adults and children to refer to | FeelingsFriendshipDifferenceSimilarIndividualChoiceRespectChangeAutumnCelebrateCelebration | Movement and using spaceBall skills | Domestic Church-FamilyBaptism/Confirmation-BelongingAdvent/Christmas-Loving | Exploring Hardware.Taking Pictures | We are all special topic Physical-focus on appearances, similarities and differences, size, etc.Emotional and Intellectual- Focus on feelings and expressions. What makes us happy/ sad etc. How do we show this? |
| Develop appropriate ways of being assertive. | -Adult modelling-Calm interactions and sensitivity |
| Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’. | -Adult modelling calm interactions and sensitivity-Effective listening and sustained shared thinking that allows children to verbalise their own feelings..-Safe spaces to talk, such as circle times. |
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| **Spring Term 2022** |
| **Personal, Social and Emotional Development** |
| **Intent (From Development Matters)** | **Implementation** | **Impact** | **Key Texts** | **Gospel Values & British Values** | **Opportunities for Cultural Capital** | **Possible Themes**  |
| Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, | -Respond to children’s interests and widen the range of activities available to the children.-Model new activities that encourage children to join in. | Children at St John Vianney Catholic Primary School will be able to:-know that they are highly valued as individuals and that they value others-treat others with respect-be independent in their management of themselves in terms of life skills and self-help skills-Become emotionally literate and secure in the expression of their feelings-Begin to show empathy for others through discussions and actions | Traditional tales: The Gingerbread manGoldilocks and the three bearsThe Three little pigsThe Monkey puzzlePolar bear what do you hear? | **Gospel Values:**Honesty (Spring 1)Forgiveness (Spring 2)**British Values:**-Responsibility-Law | - Visits from people who help us in the community-Visit to local Co-Op--Easter activities in the community-Meet the muslims | WinterAntarcticaWe love books Traditional TalesPeople who help usEaster time |
| Develop their sense of responsibility and membership of a community. | -Daily responsibilities given to children during activities and routines. |
| Become more outgoing with unfamiliar people, in the safe context of their setting. | -Visits from other staff and children. Inviting different people from the community into the setting. |
| Show more confidence in new social situations. | -EYFS and Whole school assemblies.-Short walks around the school visiting other classes.-Trips out into the local community. | **Vocabulary** | **PE** | **Come and See** | **Computing** | **Journey in Love (RHSE)** |
| Remember rules | -Adult modelling-Explain why we have rules and display visual reminders for the adults and children to refer to | WinterWeatherFrozenAntarcticaHelpCommunityForgivenessBook parts-Cover, spine, title pageEmergencyPeople who help us names and equipment vocab. | DanceLarge equipment | Local Church-Community-CelebratingEucharist-Relating-GatheringLent/Easter-Giving-Growing | All about instructions-Following simple instructions | Social-Children will welcome new starters. They will be learning that all boys and girls are friends together.  |
| Develop appropriate ways of being assertive | -Adult modelling-Calm interactions and sensitivity |
| Understand gradually how others might be feeling | --Effective listening and sustained shared thinking that allows the children to verbalise their feelings-Safe spaces to talk, such as circle times etc-Support the children to become reflective thinkers and to begin to take some responsibility for their own actions |

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| **Summer Term 2022** |
| **Personal, Social and Emotional Development** |
| **Intent (From Development Matters)** | **Implementation** | **Impact** | **Key Texts** | **Gospel Values & British Values** | **Opportunities for Cultural Capital** | **Possible Themes** |
| Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. | -Respond to children’s interests and widen the range of activities available to the children.-Model new activities that encourage children to join in. | We want children at St John Vianney Catholic Primary School will be able to:-know that they are highly valued as individuals and that they value others-treat others with respect-be independent in their management of themselves in terms of life skills and self-help skills-Become emotionally literate and secure in the expression of their feelings-Begin to show empathy for others through discussions and actions-Be resilient and in control of their feelings in their learning and relationships with their peers | The very hungry caterpillarThe very lazy ladybirdLazy OzzyThe Busy SpiderHandas surpirisePirates love underpantsA squash and a squeeze | **Gospel Values:**Compassion (Summer 1)Patience (Summer 2)**British Values:**DemocracyLiberty | -Beach visit-Farm visit | SpringGrowthLife CyclesSummertimeSeasidePiratesUnder the SeaAnimalsAt the farm |
| Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. | -Adult modelling and support for building relationships and solving conflicts.-Model how to listen to others and agree a compromise. |
| Remember rules without needing an adult to remind them | -Adult modelling-Explain why we have rules and display visual reminders for the adults and children to refer to |
| Talk with others to solve conflicts. | -Adult support and guidance to become more empathetic-Utilising quality texts that convey this message  |
| Express their feelings and consider the feelings of others. | -Effective listening and sustained shared thinking that allows the children to verbalise their feelings-Safe spaces to talk, such as circle times etc-Support the children to become reflective thinkers and to begin to take some responsibility for their own actions | **Vocabulary**  | **PE** | **Come and See** | **Computing** | **Journey in Love (RHSE)** |
| ChangeSpringSummerGrowthLife cyclePlantFlowerComputerMouseKeyboardWonder | AthleticsSports day activities | Pentecost-Serving-Good newsReconciliation-Inter-relating-FriendsUniversal Church-World Our World | Using a computer-Keyboards and mouse control | Spiritual- Children will focus on the wonders of God’s world.  |

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| Autumn Term 2021 |
| Physical Development |
| **Intent (From Development Matters)** | **Implementation** | **Impact** | **Key Texts** | **Gospel Values & British Values** | **Opportunities for Cultural Capital** | **Possible Themes** |
| Skip, hop, stand on one leg and hold a pose for a game like musical statues. | -Daily physical activities-Weekly PE sessions | We want children at St John Vianney Catholic Primary School will be able to: -Move freely and with pleasure in a variety of ways.-Use their fine motor skills effectively and with confidence to hold mark making tools and other one-handed equipment safely and comfortably.-Move rhythmically and with confidence.-Have confidence and control over their gross and fine motor movements.-Be independent in their self-care.- Make healthy choices with regard exercise, food and hygiene | You ChooseSomeone BiggerPeace at lastOwl BabiesRoom on a broomStickmanThe Nativity StoryThe Gruffalo | **Gospel Values:**-Respect (Autumn 1)-Generosity (Autumn 2)**British Values:**Tolerance & Respect | -Stay & Play sessions for parents where the children can demonstrate their knowledge of their setting and share their experiences with their parents/carers -Bonfire Night experiences -Christmas nativity -Carol signing for the community. | We are all specialNumbers/colours/shapesCelebrationsAutumn timeAdvent and Christmas  |
| Use large-muscle movements to wave flags and streamers, paint and make marks. | -Access to a wide variety of resources within provision-Daily physical activities-Weekly PE sessions-Daily squiggle whilst you wiggle. |
| Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. | -Daily physical activities-Weekly PE sessions-Weekly musical movement sessions.-Model the vocabulary of movement and instruction and encourage the children to use it. | **Vocabulary** | **PE** | **Come and See** | **Computing** | **Journey in Love (RHSE)** |
| Use one-handed tools and equipment, for example, making snips in paper with scissors. | -Adult support and modelling-Dedicated fine motor skills area in the classroom-Access to a wide variety of resources within provision | FeelingsFriendshipDifferenceIndividualChoiceRespectChangeAutumn | Movement and using spaceBall skills | Domestic Church-FamilyBaptism/Confirmation-BelongingAdvent/Christmas-Loving | Exploring Hardware.Taking Pictures | We are all special topic Physical-focus on appearances, similarities and differences, size, etc.Emotional and Intellectual- Focus on feelings and expressions. What makes us happy/ sad etc. How do we show this? |
| Use a comfortable grip with good control when holding pens and pencils. | -Adult support and modelling-Tables used to sit at for writing-Access to a wide variety of resources within provision-Dedicated fine motor skills area in the classroom-Weekly dough disco |
| Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. | -Adults to encourage children by helping them but leaving them to do the last steps. Gradually reducing the help given until children can do all the steps themselves. |
| Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. | -Daily supervised tooth brushing scheme.-Talk to children daily about the importance of eating healthily and brushing their teeth.  |
| Make healthy choices about food, drink, activity and toothbrushing. | -Adults to talk to children about why it’s important to make healthy choices.-Adults to model the correct way to wash and dry hands. |

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| Spring Term 2022 |
| Physical Development |
| **Intent (From Development Matters)** | **Implementation** | **Impact** | **Key Texts** | **Gospel Values & British Values** | **Opportunities for Cultural Capital** | **Possible Themes** |
| Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. | -Access to a wide variety of resources within provision-Daily physical activities-Weekly PE sessions-Encourage children to transfer physical skills learnt in one context to another. | We want children at St John Vianney Catholic Primary School will be able to: -Move freely and with pleasure in a variety of ways.-Use their fine motor skills effectively and with confidence to hold mark making tools and other one-handed equipment safely and comfortably.-Move rhythmically and with confidence.-Have confidence and control over their gross and fine motor movements.-Be independent in their self-care.- Make healthy choices with regard exercise, food and hygiene | Traditional tales: The Gingerbread manGoldilocks and the three bearsThe Three little pigsJulia Donaldson selectionThe Monkey puzzlePolar bear what do you hear? | **Gospel Values:**Honesty (Spring 1)Forgiveness (Spring 2)**British Values:**-Responsibility-Law | - Visits from people who help us in the community-Visit to local Co-Op--Easter activities in the community-Meet the muslims- | WinterAntarcticaWe love books Traditional TalesPeople who help usEaster time |
| Go up steps and stairs, or climb up apparatus, using alternate feet. | -Access to a wide variety of resources within provision-Daily physical activities-Weekly PE sessions-Encourage children to transfer physical skills learnt in one context to another. |
| Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. | -Encourage children to become more confident, competent, creative and adaptive movers.-Provide a wide variety of opportunities for children to extend their learning. -Access to a wide variety of resources within provision-Encourage children to transfer physical skills learnt in one context to another. | **Vocabulary** | **PE** | **Come and See** | **Computing** | **Journey in Love (RHSE)** |
| WinterWeatherFrozenAntarcticaHelpCommunityForgivenessBook parts-Cover, spine, title pageEmergencyPeople who help us names and equipment vocab. | DanceLarge equipment | Local Church-Community-CelebratingEucharist-Relating-GatheringLent/Easter-Giving-Growing | All about instructions-Following simple instructions | Social-Children will welcome new starters. They will be learning that all boys and girls are friends together.  |

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| Summer Term 2022 |
| Physical Development |
| **Intent (From Development Matters)** | **Implementation** | **Impact** | **Key Texts** | **Gospel Values & British Values** | **Opportunities for Cultural Capital** | **Possible Themes** |
| Start taking part in some group activities which they make up for themselves, or in teams. | -Daily physical activities.-Weekly PE sessions.- Adult modelling how to lead movement-play activities.-Challenge and enhance children’s physical skills and development using both fixed and flexible resources. | We want children at St John Vianney Catholic Primary School will be able to:--Move freely and with pleasure in a variety of ways.-Use their fine motor skills effectively and with confidence to hold mark making tools and other one-handed equipment safely and comfortably.-Move rhythmically and with confidence.-Have confidence and control over their gross and fine motor movements.-Be independent in their self-care.- Make healthy choices with regard exercise, food and hygiene | The very hungry caterpillarThe very lazy ladybirdLazy OzzyThe Busy SpiderHandas surpirisePirates love underpantsA squash and a squeeze | **Gospel Values:**Compassion (Summer 1)Patience (Summer 2)**British Values:**DemocracyLiberty | -Beach visit-Farm visit | SpringGrowthLife CyclesSummertimeSeasidePiratesUnder the SeaAnimalsAt the farm |
| Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. | -Adult modelling use of equipment.-Adult explanations of why safety is important in handling tools and moving equipment.-Clear and sensible rules for everyone to follow. |
| Start eating independently and learning how to use a knife and fork. | -Adult modelling and support during snack and meal times. | **Vocabulary** | **PE** | **Come and See** | **Computing** | **Journey in Love (RHSE)** |
| ChangeSpringSummerGrowthLife cyclePlantFlowerComputerMouseKeyboardWonder | AthleticsSports day activities | Pentecost-Serving-Good newsReconciliation-Inter-relating-FriendsUniversal Church-World Our World | Using a computer-Keyboards and mouse control | Spiritual- Children will focus on the wonders of God’s world.  |

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| Autumn Term 2021 |
| Literacy |
| **Intent (From Development Matters)** | **Implementation** | **Impact** | **Key Texts** | **Gospel Values & British Values** | **Opportunities for Cultural Capital** |  |
| Develop their phonological awareness, so that they can:- spot and suggest rhymes- count or clap syllables in a word- recognise words with the same initial sound, such as money and mother | -Daily song and rhyme time.-Access to a wide range of rhyming books.-Weekly letters and sounds activities.- | We want children at St John Vianney Catholic Primary School to be able to:-develop a love of reading and sharing books and stories-Recognise and write their own names.-Recognise rhythm in words.-Hear and say initial sounds.-Begin to blend and segment simple sounds -  | You ChooseSomeone BiggerPeace at lastOwl BabiesRoom on a broomStickmanThe Nativity StoryThe Gruffalo | **Gospel Values:**-Respect (Autumn 1)-Generosity (Autumn 2)**British Values:**Tolerance & Respect | -Stay & Play sessions for parents where the children can demonstrate their knowledge of their setting and share their experiences with their parents/carers-Bonfire Night experiences -Christmas nativity -Carol signing for the community. | We are all specialNumbers/colours/shapesCelebrationsAutumn timeAdvent and Christmas  |
| Write some or all of their name. | -Name cards and labels around the classroom to help children to recognise their own name.-Name tracing cards for children to access independently.- Adults to model and support children to use the correct pencil grip and form the letters correctly |
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| **Vocabulary** | **PE** | **Come and See** | **Computing** | **Journey in Love (RHSE)** |
| FeelingsFriendshipDifferenceSimilarIndividualChoiceRespectChangeAutumnCelebrateCelebration | Movement and using spaceBall skills | Domestic Church-FamilyBaptism/Confirmation-BelongingAdvent/Christmas-Loving | Exploring Hardware.Taking Pictures | We are all special topic Physical-focus on appearances, similarities and differences, size, etc.Emotional and Intellectual- Focus on feelings and expressions. What makes us happy/ sad etc. How do we show this? |

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| Spring Term 2022 |
| Literacy |
| **Intent (From Development Matters)** | **Implementation** | **Impact** | **Key Texts** | **Gospel Values & British Values** | **Opportunities for Cultural Capital** | **Possible Themes** |
| Understand the five key concepts about print:- print has meaning- print can have different purposes- we read English text from left to right and from top to bottom- the names of the different parts of a book- page sequencing | -Draw children’s attention to a wide range examples of print with different functions.-Daily story time.-Adults to draw children’s attention to parts of the book.-Adults to model correct terms and show children how to handle books carefully.-Access to a wide range of texts. | We want children at St John Vianney Catholic Primary School to be able to:-develop a love of reading and sharing books and stories-Recognise and write their own names.-Recognise rhythm in words.-Hear and say initial sounds.-Begin to blend and segment simple sounds  | Traditional tales: The Gingerbread manGoldilocks and the three bearsThe Three little pigsJulia Donaldson selectionThe Monkey puzzlePolar bear what do you hear? | **Gospel Values:**Honesty (Spring 1)Forgiveness (Spring 2)**British Values:**-Responsibility-Law | - Visits from people who help us in the community-Visit to the Co-Op--Easter activities in the community-Meet the muslims | WinterAntarcticaWe love books Traditional TalesPeople who help usEaster time |
| - recognise words with the same initial sound, such as money and mother | -Read Write Inc |
| Engage in extended conversations about stories, learning new vocabulary. | -The Write Stuff approach.-Daily story and song time-Access to a wide range of books. |
| Write some or all of their name. | -Name cards and labels around the classroom to help children to recognise their own name.-Name tracing cards for children to access independently.- Adults to model and support children to use the correct pencil grip and form the letters correctly |
| Write some letters accurately. | -Read Write Inc-Adults to model and support children to use the correct pencil grip and form the letters correctly | **Vocabulary** | **PE** | **Come and See** | **Computing** | **Journey in Love (RHSE)** |
|  |  | WinterWeatherFrozenAntarcticaHelpCommunityForgivenessBook parts-Cover, spine, title pageEmergencyPeople who help us names and equipment vocab. | DanceLarge equipment | Local Church-Community-CelebratingEucharist-Relating-GatheringLent/Easter-Giving-Growing | All about instructions-Following simple instructions | Social-Children will welcome new starters. They will be learning that all boys and girls are friends together.  |

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| Summer Term 2022 |
| Literacy |
| **Intent (From Development Matters)** | **Implementation** | **Impact** | **Key Texts** | **Gospel Values & British Values** | **Opportunities for Cultural Capital** | **Possible Themes** |
| Use magnet letters to spell a word ending like ‘at’. Encourage children to put other letters in front to create rhyming words like ‘hat’ and ‘cat’ | -Read Write Inc  | We want children at St John Vianney Catholic Primary School to be able to: -develop a love of reading and sharing books and stories-Recognise and write their own names.-Recognise rhythm in words.-Hear and say initial sounds.-Begin to blend and segment simple sounds -Become confident readers and writers. | The very hungry caterpillarThe very lazy ladybirdLazy OzzyThe Busy SpiderHandas surpirisePirates love underpantsA squash and a squeeze | **Gospel Values:**Compassion (Summer 1)Patience (Summer 2)**British Values:**DemocracyLiberty | -Beach visit-Farm visit | SpringGrowthLife CyclesSummertimeSeasidePiratesUnder the SeaAnimalsAt the farm |
| Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing ‘m’ for mummy. | -Read Write Inc -Adult modelling during provision. -Provide lots of opportunities to mark make both indoor and out.-Provide a variety of equipment used in mark making.  |
| Write some or all of their name. | -Name cards and labels around the classroom to help children to recognise their own name.-Name tracing cards for children to access independently.- Adults to model and support children to use the correct pencil grip and form the letters correctly |
| Write some letters accurately. | --Read Write Inc-Adults to model and support children to use the correct pencil grip and form the letters correctly |
| **Vocabulary** | **PE** | **Come and See** | **Computing** | **Journey in Love (RHSE)** |
| ChangeSpringSummerGrowthLife cyclePlantFlowerComputerMouseKeyboardWonder | AthleticsSports day activities | Pentecost-Serving-Good newsReconciliation-Inter-relating-FriendsUniversal Church-World Our World | Using a computer-Keyboards and mouse control | Spiritual- Children will focus on the wonders of God’s world.  |
| **Comprehension Early Learning Goal**Children at the expected level of development will:- Demonstrate understanding of what has been read to them by retelling storiesand narratives using their own words and recently introduced vocabulary;- Anticipate – where appropriate – key events in stories;- Use and understand recently introduced vocabulary during discussions aboutstories, non-fiction, rhymes and poems and during role-play. | **Word Reading Early Learning Goal**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 phonicknowledge, including some common exception words. | **Writing Early Learning Goal**Children at the expected level of development will:- Write recognisable letters, most of which are correctly formed;- Spell words by identifying sounds in them and representing the sounds with aletter or letters;- Write simple phrases and sentences that can be read by others. |  |  |

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| AutumnTerm 2021 |
| Maths |
| **Intent (From Development Matters)** | **Implementation** | **Impact** | **Key Texts** | **Gospel Values & British Values** | **Opportunities for Cultural Capital** | **Possible Themes** |
| Develop fast recognition of up to 3 objects, without having to count them individually (‘subitising’). | - Daily Maths activities with adult input.-Access to high quality mathematical resources in provision.-Adult modelling. | We want children at St John Vianney Catholic Primary to be able to:-count objects reliably-be efficient in their counting skills and number recognition-match number to amounts-make comparisons between numbers and amounts -recognise and recreate simple patterns. | You ChooseSomeone BiggerPeace at lastOwl BabiesRoom on a broomStickmanBrown bear what do you hear?The Gruffalo | **Gospel Values:**-Respect (Autumn 1)-Generosity (Autumn 2)**British Values:**Tolerance & Respect | -Stay & Play sessions for parents where the children can demonstrate their knowledge of their setting and share their experiences with their parents/carers-Bonfire Night experiences -Christmas nativity -Carol signing for the community. | We are all specialNumbers/colours/shapesCelebrationsAutumn timeAdvent and Christmas  |
| Recite numbers past 5. | - Daily Maths activities with adult input.-Access to high quality mathematical resources in provision.-Adult modelling. |
| Say one number for each item in order: 1,2,3,4,5. | - Daily Maths activities with adult input.-Access to high quality mathematical resources in provision.-Adult modelling. |
| Know that the last number reached when counting a small set of objects tells you how many there are in total (‘cardinal principle’). | - Daily Maths activities with adult input.-Access to high quality mathematical resources in provision.-Adult modelling. |
| Show ‘finger numbers’ up to 5. | - Daily Maths activities with adult input.-Access to high quality mathematical resources in provision.-Adult modelling. | **Vocabulary** | **PE** | **Come and See** | **Computing** | **Journey in Love (RHSE)** |
| Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like ‘pointy’, ‘spotty’, ‘blobs’ etc. | - Daily Maths activities with adult input.-Access to high quality mathematical resources in provision.-Adult modelling. | FeelingsFriendshipDifferenceSimilarIndividualChoiceRespectChangeAutumnCelebrateCelebration | Movement and using spaceBall skills | Domestic Church-FamilyBaptism/Confirmation-BelongingAdvent/Christmas-Loving | Exploring Hardware.Taking Pictures | We are all special topic Physical-focus on appearances, similarities and differences, size, etc.Emotional and Intellectual- Focus on feelings and expressions. What makes us happy/ sad etc. How do we show this? |
| Extend and create ABAB patterns – stick, leaf, stick, leaf. | - Daily Maths activities with adult input.-Access to high quality mathematical resources in provision.-Adult modelling. |  |  |  |
| Notice and correct an error in a repeating pattern. | - Daily Maths activities with adult input.-Access to high quality mathematical resources in provision.-Adult modelling. |  |  |  |

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| Spring Term 2022 |
| Maths |
| **Intent (From Development Matters)** | **Implementation** | **Impact** | **Key Texts** | **Gospel Values & British Values** | **Opportunities for Cultural Capital** | **Possible Themes** |
| Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. | - Daily Maths activities with adult input.-Access to high quality mathematical resources in provision.-Adult modelling. | We want children at St John Vianney Catholic Primary to be able to:-count objects reliably-be efficient in their counting skills and number recognition-match number to amounts-make comparisons between numbers and amounts-name and manipulate shapes-Understand and use positional language.-Understand and describe a sequence of events. | Traditional tales: The Gingerbread manGoldilocks and the three bearsThe Three little pigsJulia Donaldson selectionThe Monkey puzzlePolar bear what do you hear? | **Gospel Values:**Honesty (Spring 1)Forgiveness (Spring 2)**British Values:**-Responsibility-Law | - Visits from people who help us in the community-Visit to local Co-Op--Easter activities in the community-Meet the muslims- | WinterAntarcticaWe love books Traditional TalesPeople who help usEaster time |
| Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: ‘sides’, ‘corners’; ‘straight’, ‘flat’, ‘round’. | - Daily Maths activities with adult input.-Access to high quality mathematical resources in provision.-Adult modelling. |
| Understand position through words alone – for example, “The bag is under the table,” –with no pointing.Describe a familiar route.Discuss routes and locations, using words like ‘in front of’ and ‘behind’. | - Daily Maths activities with adult input.-Access to high quality mathematical resources in provision.-Adult modelling. |
| Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...’ | - Daily Maths activities with adult input.-Access to high quality mathematical resources in provision.-Adult modelling. |
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| **Vocabulary** | **PE** | **Come and See** | **Computing** | **Journey in Love (RHSE)** |
| WinterWeatherFrozenAntarcticaHelpCommunityForgivenessBook parts-Cover, spine, title pageEmergencyPeople who help us names and equipment vocab. | DanceLarge equipment | Local Church-Community-CelebratingEucharist-Relating-GatheringLent/Easter-Giving-Growing | All about instructions-Following simple instructions | Social-Children will welcome new starters. They will be learning that all boys and girls are friends together.  |

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| Summer Term 2022 |
| Maths |
| **Intent (From Development Matters)** | **Implementation** | **Impact** | **Key Texts** | **Gospel Values & British Values** | **Opportunities for Cultural Capital** | **Possible Themes** |
| Experiment with their own symbols and marks as well as numerals. | - Daily Maths activities with adult input.-Access to high quality mathematical resources in provision.-Adult modelling. | We want children at St John Vianney Catholic Primary School to be able to:--count objects reliably-be efficient in their counting skills and number recognition-match number to amounts-make comparisons between numbers and amounts-name and manipulate shapes-compare measures | The very hungry caterpillarThe very lazy ladybirdLazy OzzyThe Busy SpiderHandas surpirisePirates love underpantsA squash and a squeeze | **Gospel Values:**Compassion (Summer 1)Patience (Summer 2)**British Values:**DemocracyLiberty | -Beach visit | SpringGrowthLife CyclesSummertimeSeasidePiratesUnder the SeaAnimalsAt the farm |
| Solve real world mathematical problems with numbers up to 5. | - Daily Maths activities with adult input.-Access to high quality mathematical resources in provision.-Adult modelling. |
| Compare quantities using language: ‘more than’, ‘fewer than’. | - Daily Maths activities with adult input.-Access to high quality mathematical resources in provision.-Adult modelling. |
| Make comparisons between objects relating to size, length, weight and capacity | - Daily Maths activities with adult input.-Access to high quality mathematical resources in provision.-Adult modelling. |
| Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. | - Daily Maths activities with adult input.-Access to high quality mathematical resources in provision.-Adult modelling. |
| Combine shapes to make new ones - an arch, a bigger triangle etc. | - Daily Maths activities with adult input.-Access to high quality mathematical resources in provision.-Adult modelling. |
| **Vocabulary** | **PE** | **Come and See** | **Computing** | **Journey in Love (RHSE)** |
| Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. | - Daily Maths activities with adult input.-Access to high quality mathematical resources in provision.-Adult modelling. |  | ChangeSpringSummerGrowthLife cyclePlantFlowerComputerMouseKeyboardWonder | AthleticsSports day activities | Pentecost-Serving-Good newsReconciliation-Inter-relating-FriendsUniversal Church-World Our World | Using a computer-Keyboards and mouse control | Spiritual- Children will focus on the wonders of God’s world.  |

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| Autumn Term 2021 |
| Understanding The World |
| **Intent (From Development Matters)** | **Implementation** | **Impact** | **Key Texts** | **Gospel Values & British Values** | **Opportunities for Cultural Capital** | **Possible Themes** |
| Use all their senses in hands-on exploration of natural materials. | -Provide children with a variety of interesting materials to investigate. | We want children at St John Vianney Catholic Primary School to be able to:-Use all their senses to explore the world around them.-Talk with confidence about their family and people who are familiar to them-be tolerant and respectful of people who have different beliefs-be able to describe the different seasons-be confident to explore the natural world-Talk about and recognise different materials.-Know there are different countries in the world. | You ChooseSomeone BiggerPeace at lastOwl BabiesRoom on a broomStickmanThe Nativity StoryThe Gruffalo | **Gospel Values:**-Respect (Autumn 1)-Generosity (Autumn 2)**British Values:**Tolerance & Respect | -Stay & Play sessions for parents where the children can demonstrate their knowledge of their setting and share their experiences with their parents/carers-Bonfire Night experiences -Christmas nativity -Carol signing for the community. | We are all specialNumbers/colours/shapesCelebrationsAutumn timeAdvent and Christmas  |
| Explore collections of materials. | -Provide children with a variety of interesting materials to investigate.-Model the use of equipment to support investigations.  |
| Begin to make sense of their own life-story and family’s history. | -Provide opportunities for children to talk about their own families and life stories.-Ask families to send in photos for the children to look at and recall past experiences. |
| Talk about the differences between materials and changes they notice | -Provide opportunities to change materials from one state to another.-Baking activities.-Making playdough.-Freezing and melting  | **Vocabulary** | **PE** | **Come and See** | **Computing** | **Journey in Love (RHSE)** |
| Continue developing positive attitudes about the differences between people. | -Access to a wide range of resources that reflect diversity.-Encourage children to talk about the similarities and differences they notice between people, families and communities.-Come and See-Religious celebrations.-Themed weeks around the world.-Saints Days celebrations. | FeelingsFriendshipDifferenceSimilarIndividualChoiceRespectChangeAutumnCelebrateCelebration | Movement and using spaceBall skills | Domestic Church-FamilyBaptism/Confirmation-BelongingAdvent/Christmas-Loving | Exploring Hardware.Taking Pictures | We are all special topic Physical-focus on appearances, similarities and differences, size, etc.Emotional and Intellectual- Focus on feelings and expressions. What makes us happy/ sad etc. How do we show this? |
| Know that there are different countries in the world | -Access to a diverse range of resources.-Themed weeks around the world.-Create displays about children’s families from around the world or holidays they have been on.  |

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| Spring Term 2021 |
| Understanding The World |
| **Intent (From Development Matters)** | **Implementation** | **Impact** | **Key Texts** | **Gospel Values & British Values** | **Opportunities for Cultural Capital** | **Possible Themes** |
| Explore collections of materials with similar and/or different properties. | -Provide children with a variety of interesting materials to investigate.-Model the use of equipment to support investigations. | We want children at St John Vianney Catholic Primary School to be able to:-recognise and understand that other areas of the world are different to ours-learn from our own outdoor environment and deepen their understanding of the world in which they live-be tolerant and respectful about other cultures and beliefs-Recognise different roles and responsibilities of people in our community.-Recognise and talk about different forces they can feel. | Traditional tales: The Gingerbread manGoldilocks and the three bearsThe Three little pigsJulia Donaldson selectionThe Monkey puzzlePolar bear what do you hear? | **Gospel Values:**Honesty (Spring 1)Forgiveness (Spring 2)**British Values:**-Responsibility-Law | - Visits from people who help us in the community-Visit to the local Co-Op--Easter activities in the community-Meet the muslims | WinterAntarcticaWe love books Traditional TalesPeople who help usEaster time |
| Show interest in different occupations. | -People who help us topic.-Invite people into school to talk about their occupation: Fire fighters, Police, Plumber.-Provide opportunities to role play different occupations.-Plan and introduce new vocabulary related to different occupations and encourage children to use it in their speech and play. |
| Explore and talk about different forces they can feel. | -Draw children’s attention to the different forces they feel.-Plan and introduce new vocabulary related to the exploration and encourage the children to use it. |
| Continue developing positive attitudes about the differences between people. | -Access to a wide range of resources that reflect diversity.-Encourage children to talk about the similarities and differences they notice between people, families and communities.-Come and See-Religious celebrations.-Themed weeks around the world.-Saints Days celebrations. | **Vocabulary** | **PE** | **Come and See** | **Computing** | **Journey in Love (RHSE)** |
| Know that there are different countries in the world | -Access to a diverse range of resources.-Themed weeks around the world.-Create displays about children’s families from around the world or holidays they have been on. | WinterWeatherFrozenAntarcticaHelpCommunityForgivenessBook parts-Cover, spine, title pageEmergencyPeople who help us names and equipment vocab. | DanceLarge equipment | Local Church-Community-CelebratingEucharist-Relating-GatheringLent/Easter-Giving-Growing | All about instructions-Following simple instructions | Social-Children will welcome new starters. They will be learning that all boys and girls are friends together.  |
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| Summer Term 2022 |
| Understanding The World |
| **Intent (From Development Matters)** | **Implementation** | **Impact** | **Key Texts** | **Gospel Values & British Values** | **Opportunities for Cultural Capital** | **Possible Themes** |
| Explore collections of materials with similar and/or different properties. | -Provide children with a variety of interesting materials to investigate.-Model the use of equipment to support investigations. | We want children at St John Vianney Catholic Primary School to be able to:-Use all their senses to explore the world around them.-Talk with confidence about their family and people who are familiar to them-be tolerant and respectful of people who have different beliefs-be able to describe the different seasons-be confident to explore the natural world-Talk about and recognise different materials.-Know there are different countries in the world. | The very hungry caterpillarThe very lazy ladybirdLazy OzzyThe Busy SpiderHandas surpirisePirates love underpantsA squash and a squeeze | **Gospel Values:**Compassion (Summer 1)Patience (Summer 2)**British Values:**DemocracyLiberty | -Beach visit-Farm visit | SpringGrowthLife CyclesSummertimeSeasidePiratesUnder the SeaAnimalsAt the farm |
| Plant seeds and care for growing plants. | -Topic on Growth and Life cycles.-Show and explain the concepts of growth, change and decay with natural materials.-Plan hands on experiences-Outdoor learning |
| Understand the key features of the life cycle of a plant and an animal. | -Topic on Growth and Life cycles.-Show and explain the concepts of growth, change and decay with natural materials.-Plan hands on experiences-Outdoor learning |
| Begin to understand the need to respect and care for the natural environment and all living things. | -Topic on Growth and Life cycles.-Show and explain the concepts of growth, change and decay with natural materials.-Plan hands on experiences-Plan and introduce new vocabulary related to their explorations and encourage children to use it in discussions, as they care for living things.-Outdoor learning |
| Talk about the differences between materials and changes they notice. | -Provide opportunities to change materials from one state to another.-Baking activities.-Making playdough.-Freezing and melting  | **Vocabulary** | **PE** | **Come and See** | **Computing** | **Journey in Love (RHSE)** |
| Continue developing positive attitudes about the differences between people. | -Access to a wide range of resources that reflect diversity.-Encourage children to talk about the similarities and differences they notice between people, families and communities.-Come and See-Religious celebrations.-Themed weeks around the world.-Saints Days celebrations | ChangeSpringSummerGrowthLife cyclePlantFlowerComputerMouseKeyboardWonder | AthleticsSports day activities | Pentecost-Serving-Good newsReconciliation-Inter-relating-FriendsUniversal Church-World Our World | Using a computer-Keyboards and mouse control | Spiritual- Children will focus on the wonders of God’s world.  |
| Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. | -Access to a diverse range of resources.-Themed weeks around the world.-Create displays about children’s families from around the world or holidays they have been on. |

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| Autumn Term 2021 |
| Expressive Arts & Design  |
| **Intent (From Development Matters)** | **Implementation** | **Impact** | **Key Texts** | **Gospel Values & British Values** | **Opportunities for Cultural Capital** | **Possible Themes** |
| Take part in simple pretend play, using an object to represent something else even though they are not similar. | -Daily child-initiated time in provision-Access to a wide range of quality resources. | We want children at St John Vianney Catholic Primary School to be able to:-Be able to make comments about what they see-Develop play skills with their peers-Work together with their peers-Be able to sing a selection of songs with confidence-Express themselves appropriately.-become creative thinkers and have confidence in their ideas.  | You ChooseSomeone BiggerPeace at lastOwl BabiesRoom on a broomStickmanThe Nativity StoryThe Gruffalo | **Gospel Values:**-Respect (Autumn 1)-Generosity (Autumn 2)**British Values:**Tolerance & Respect | -Stay & Play sessions for parents where the children can demonstrate their knowledge of their setting and share their experiences with their parents/carers-Bonfire Night experiences -Christmas nativity -Carol signing for the community. | We are all specialNumbers/colours/shapesCelebrationsAutumn timeAdvent and Christmas |
| Draw with increasing complexity and detail, such as representing a face with a circle and including details. | -Adult modelling and support.-Encourage children to mark make.-Provide children with interesting objects to draw.-Point out key features of objects and encourage children to add detail as they draw |
| Explore colour and colour-mixing. | -Daily provision-Primary colours available daily at the easel.-Encourage the children to explore with paints. |
| Listen with increased attention to sounds. | -Letters and sounds activities.-Daily provision with adult support | **Vocabulary** | **PE** | **Come and See** | **Computing** | **Journey in Love (RHSE)** |
| Remember and sing entire songs. | -Daily singing and rhyme time | FeelingsFriendshipDifferenceSimilarIndividualChoiceRespectChangeAutumnCelebrateCelebration | Movement and using spaceBall skills | Domestic Church-FamilyBaptism/Confirmation-BelongingAdvent/Christmas-Loving | Exploring Hardware.Taking Pictures | We are all special topic Physical-focus on appearances, similarities and differences, size, etc.Emotional and Intellectual- Focus on feelings and expressions. What makes us happy/ sad etc. How do we show this? |
| Play instruments | -Offer children a wide range of instruments from different cultures.-Encourage children to experiment with different ways to play instruments.-Listen carefully to their music making.-Adult modelling.-Circle times.-Daily provision. |

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| Spring Term 2021 |
| Expressive Arts & Design  |
| **Intent (From Development Matters)** | **Implementation** | **Impact** | **Key Texts** | **Gospel Values & British Values** | **Opportunities for Cultural Capital** | **Possible Themes** |
| Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. | -Daily provision with adult modelling and support.-Provide lots of flexible and open-ended resources for children’s imaginative play. | We want children at St John Vianney Catholic Primary School to be able to:-Continually develop as individuals-Listen with increasing attention-Express themselves appropriately.-become creative thinkers and have confidence in their ideas.-Be able to verbalise their feelings in response to music-Become confident performers and artists  | Traditional tales: The Gingerbread manGoldilocks and the three bearsThe Three little pigsJulia Donaldson selectionThe Monkey puzzlePolar bear what do you hear? | **Gospel Values:**Honesty (Spring 1)Forgiveness (Spring 2)**British Values:**-Responsibility-Law | - Visits from people who help us in the community-Visit to local Co-Op--Easter activities in the community-Meet the muslims | WinterAntarcticaWe love books Traditional TalesPeople who help usEaster time |
| Develop their own ideas and then decide which materials to use to express them. | -Daily provision-Access to a wide variety of quality resources.-Listening to the children to gain understanding of what children want to create before offering suggestions. |
| Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. | -Daily provision-Adult modelling | **Vocabulary** | **PE** | **Come and See** | **Computing** | **Journey in Love (RHSE)** |
| WinterWeatherFrozenAntarcticaHelpCommunityForgivenessBook parts-Cover, spine, title pageEmergencyPeople who help us names and equipment vocab. | DanceLarge equipment | Local Church-Community-CelebratingEucharist-Relating-GatheringLent/Easter-Giving-Growing | All about instructions-Following simple instructions | Social-Children will welcome new starters. They will be learning that all boys and girls are friends together.  |
| Sing the pitch of a tone sung by another person (‘pitch match’). | -Circle times-Daily provision with adult modelling.-Daily song time introducing songs with different tones. |
| Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs | -Circle times-Daily provision with adult modelling.-Daily song time introducing songs with different melodies. |
| Play instruments with increasing control | -Offer children a wide range of instruments from different cultures.-Encourage children to experiment with different ways to play instruments.-Listen carefully to their music making.-Adult modelling.-Circle times.-Daily provision. |

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| Summer Term 2022 |
| Expressive Arts & Design  |
| **Intent (From Development Matters)** | **Implementation** | **Impact** | **Key Texts** | **Gospel Values & British Values** | **Opportunities for Cultural Capital** | **Possible Themes** |
| Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park. | -Daily provision with adult modelling and support.-Provide lots of flexible and open-ended resources for children’s imaginative play. | We want children at St John Vianney Catholic Primary School to be able to:-Express themselves appropriately.-Become creative thinkers and have confidence in their ideas.-Continually develop as individuals-Listen with increasing attention-Be able to verbalise their feelings in response to music-Become confident performers and artists-be able to comment on performances with confidence-demonstrate effective and collaborative play skills | The very hungry caterpillarThe very lazy ladybirdLazy OzzyThe Busy SpiderHandas surpirisePirates love underpantsA squash and a squeeze | **Gospel Values:**Compassion (Summer 1)Patience (Summer 2)**British Values:**DemocracyLiberty | -Beach visit-Farm visit | SpringGrowthLife CyclesSummertimeSeasidePiratesUnder the SeaAnimalsAt the farm |
| Join different materials and explore different textures. | -Daily provision -Adult modelling and support.--Access to a wide variety of quality resources.-Listening to the children to gain understanding of what children want to create before offering suggestions. |
| Use drawing to represent ideas like movement or loud noises. | -Daily provision with adult modelling and support |
| Respond to what they have heard, expressing their thoughts and feelings. | -Listening activities.-Circle times.-Sound matching games,-Play, share and perform a variety of music and songs from different cultures and historical periods. |
| Create their own songs, or improvise a song around one they know. | -Daily provision-Provide access to a wide variety of songs with and without words-Adult modelling tapping/clapping the pulse of songs. | **Vocabulary** | **PE** | **Come and See** | **Computing** | **Journey in Love (RHSE)** |
| Play instruments with increasing control to express their feelings and ideas. | -Daily provision-Offer children a wide range of instruments from different cultures.-Encourage children to experiment with different ways to play instruments.-Listen carefully to their music making.-Adult modelling.-Circle times. | ChangeSpringSummerGrowthLife cyclePlantFlowerComputerMouseKeyboardWonder | AthleticsSports day activities | Pentecost-Serving-Good newsReconciliation-Inter-relating-FriendsUniversal Church-World Our World | Using a computer-Keyboards and mouse control | Spiritual- Children will focus on the wonders of God’s world.  |
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