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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 Choose  Someone Bigger  Peace at last  Whatever next?  Owl Babies  Room on a broom  Stickman  The Gruffalo  Brown 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 special  Numbers/colours/shapes  Celebrations  Autumn time  Advent 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. | | Feelings  Friendship  Difference  Similar  Individual  Choice  Respect  Change  Autumn  Celebrate  Celebration | | Movement and using space  Ball skills | | Domestic Church-Family-Myself  Baptism/Confirmation-Belonging-Welcome  Advent/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 man  Goldilocks and the three bears  The Three little pigs  The Monkey puzzle  Polar 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 | | | | Winter  Antarctica  We love books  Traditional Tales  People who help us  Easter 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. | | Winter  Weather  Frozen  Antarctica  Help  Community  Forgiveness | | Dance  Large equipment | | Local Church-Community-Celebrating  Eucharist-Relating-Gathering  Lent/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 caterpillar  The very lazy ladybird  Lazy Ozzy  The Busy Spider  Handas surpirise  Handas Hen  Pirates love underpants  A squash and a squeeze  Going on a Bear hunt | **Gospel Values:**  Compassion (Summer 1)  Patience (Summer 2)  **British Values:**  Democracy  Liberty | -Beach visit  -Trip to a Farm | | Spring  Growth  Life Cycles  Summertime  Seaside  Pirates  Under the Sea  Animals  At 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. | Change  Spring  Summer  Growth  Life cycle  Plant  Flower  Computer  Mouse  Keyboard  Wonder | Athletics  Sports day activities | Pentecost-Serving-Good news  Reconciliation-Inter-relating-Friends  Universal 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 Choose  Someone Bigger  Peace at last  Owl Babies  Room on a broom  Stickman  The Nativity Story  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 special  Numbers/colours/shapes  Celebrations  Autumn time  Advent 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 | Feelings  Friendship  Difference  Similar  Individual  Choice  Respect  Change  Autumn  Celebrate  Celebration | Movement and using space  Ball skills | Domestic Church-Family  Baptism/Confirmation-Belonging  Advent/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 man  Goldilocks and the three bears  The Three little pigs  The Monkey puzzle  Polar 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 | | Winter  Antarctica  We love books  Traditional Tales  People who help us  Easter 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 | Winter  Weather  Frozen  Antarctica  Help  Community  Forgiveness  Book parts-Cover, spine, title page  Emergency  People who help us names and equipment vocab. | Dance  Large equipment | Local Church-Community-Celebrating  Eucharist-Relating-Gathering  Lent/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 caterpillar  The very lazy ladybird  Lazy Ozzy  The Busy Spider  Handas surpirise  Pirates love underpants  A squash and a squeeze | **Gospel Values:**  Compassion (Summer 1)  Patience (Summer 2)  **British Values:**  Democracy  Liberty | | -Beach visit  -Farm visit | | Spring  Growth  Life Cycles  Summertime  Seaside  Pirates  Under the Sea  Animals  At 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)** |
| Change  Spring  Summer  Growth  Life cycle  Plant  Flower  Computer  Mouse  Keyboard  Wonder | | Athletics  Sports day activities | Pentecost-Serving-Good news  Reconciliation-Inter-relating-Friends  Universal 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 Choose  Someone Bigger  Peace at last  Owl Babies  Room on a broom  Stickman  The Nativity Story  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 special  Numbers/colours/shapes  Celebrations  Autumn time  Advent 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 | Feelings  Friendship  Difference  Individual  Choice  Respect  Change  Autumn | | Movement and using space  Ball skills | Domestic Church-Family  Baptism/Confirmation-Belonging  Advent/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 man  Goldilocks and the three bears  The Three little pigs  Julia Donaldson selection  The Monkey puzzle  Polar 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  - | | Winter  Antarctica  We love books  Traditional Tales  People who help us  Easter 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)** |
| Winter  Weather  Frozen  Antarctica  Help  Community  Forgiveness  Book parts-Cover, spine, title page  Emergency  People who help us names and equipment vocab. | Dance  Large equipment | Local Church-Community-Celebrating  Eucharist-Relating-Gathering  Lent/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 caterpillar  The very lazy ladybird  Lazy Ozzy  The Busy Spider  Handas surpirise  Pirates love underpants  A squash and a squeeze | **Gospel Values:**  Compassion (Summer 1)  Patience (Summer 2)  **British Values:**  Democracy  Liberty | -Beach visit  -Farm visit | | Spring  Growth  Life Cycles  Summertime  Seaside  Pirates  Under the Sea  Animals  At 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)** |
| Change  Spring  Summer  Growth  Life cycle  Plant  Flower  Computer  Mouse  Keyboard  Wonder | Athletics  Sports day activities | Pentecost-Serving-Good news  Reconciliation-Inter-relating-Friends  Universal 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 Choose  Someone Bigger  Peace at last  Owl Babies  Room on a broom  Stickman  The Nativity Story  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 special  Numbers/colours/shapes  Celebrations  Autumn time  Advent 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)** |
| Feelings  Friendship  Difference  Similar  Individual  Choice  Respect  Change  Autumn  Celebrate  Celebration | Movement and using space  Ball skills | Domestic Church-Family  Baptism/Confirmation-Belonging  Advent/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 man  Goldilocks and the three bears  The Three little pigs  Julia Donaldson selection  The Monkey puzzle  Polar 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 | | Winter  Antarctica  We love books  Traditional Tales  People who help us  Easter 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)** |
|  |  | Winter  Weather  Frozen  Antarctica  Help  Community  Forgiveness  Book parts-Cover, spine, title page  Emergency  People who help us names and equipment vocab. | Dance  Large equipment | Local Church-Community-Celebrating  Eucharist-Relating-Gathering  Lent/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 caterpillar  The very lazy ladybird  Lazy Ozzy  The Busy Spider  Handas surpirise  Pirates love underpants  A squash and a squeeze | **Gospel Values:**  Compassion (Summer 1)  Patience (Summer 2)  **British Values:**  Democracy  Liberty | -Beach visit  -Farm visit | | Spring  Growth  Life Cycles  Summertime  Seaside  Pirates  Under the Sea  Animals  At 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)** |
| Change  Spring  Summer  Growth  Life cycle  Plant  Flower  Computer  Mouse  Keyboard  Wonder | Athletics  Sports day activities | Pentecost-Serving-Good news  Reconciliation-Inter-relating-Friends  Universal 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 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. | | **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 phonic  knowledge, 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 a  letter 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 Choose  Someone Bigger  Peace at last  Owl Babies  Room on a broom  Stickman  Brown 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 special  Numbers/colours/shapes  Celebrations  Autumn time  Advent 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. | Feelings  Friendship  Difference  Similar  Individual  Choice  Respect  Change  Autumn  Celebrate  Celebration | Movement and using space  Ball skills | Domestic Church-Family  Baptism/Confirmation-Belonging  Advent/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 man  Goldilocks and the three bears  The Three little pigs  Julia Donaldson selection  The Monkey puzzle  Polar 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  - | | Winter  Antarctica  We love books  Traditional Tales  People who help us  Easter 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)** |
| Winter  Weather  Frozen  Antarctica  Help  Community  Forgiveness  Book parts-Cover, spine, title page  Emergency  People who help us names and equipment vocab. | Dance  Large equipment | Local Church-Community-Celebrating  Eucharist-Relating-Gathering  Lent/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 caterpillar  The very lazy ladybird  Lazy Ozzy  The Busy Spider  Handas surpirise  Pirates love underpants  A squash and a squeeze | **Gospel Values:**  Compassion (Summer 1)  Patience (Summer 2)  **British Values:**  Democracy  Liberty | -Beach visit | | Spring  Growth  Life Cycles  Summertime  Seaside  Pirates  Under the Sea  Animals  At 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. |  | Change  Spring  Summer  Growth  Life cycle  Plant  Flower  Computer  Mouse  Keyboard  Wonder | Athletics  Sports day activities | Pentecost-Serving-Good news  Reconciliation-Inter-relating-Friends  Universal 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 Choose  Someone Bigger  Peace at last  Owl Babies  Room on a broom  Stickman  The Nativity Story  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 special  Numbers/colours/shapes  Celebrations  Autumn time  Advent 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. | Feelings  Friendship  Difference  Similar  Individual  Choice  Respect  Change  Autumn  Celebrate  Celebration | Movement and using space  Ball skills | Domestic Church-Family  Baptism/Confirmation-Belonging  Advent/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 man  Goldilocks and the three bears  The Three little pigs  Julia Donaldson selection  The Monkey puzzle  Polar 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 | | Winter  Antarctica  We love books  Traditional Tales  People who help us  Easter 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. | Winter  Weather  Frozen  Antarctica  Help  Community  Forgiveness  Book parts-Cover, spine, title page  Emergency  People who help us names and equipment vocab. | Dance  Large equipment | Local Church-Community-Celebrating  Eucharist-Relating-Gathering  Lent/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 caterpillar  The very lazy ladybird  Lazy Ozzy  The Busy Spider  Handas surpirise  Pirates love underpants  A squash and a squeeze | **Gospel Values:**  Compassion (Summer 1)  Patience (Summer 2)  **British Values:**  Democracy  Liberty | -Beach visit  -Farm visit | | Spring  Growth  Life Cycles  Summertime  Seaside  Pirates  Under the Sea  Animals  At 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 | Change  Spring  Summer  Growth  Life cycle  Plant  Flower  Computer  Mouse  Keyboard  Wonder | Athletics  Sports day activities | Pentecost-Serving-Good news  Reconciliation-Inter-relating-Friends  Universal 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 Choose  Someone Bigger  Peace at last  Owl Babies  Room on a broom  Stickman  The Nativity Story  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 special  Numbers/colours/shapes  Celebrations  Autumn time  Advent 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 | Feelings  Friendship  Difference  Similar  Individual  Choice  Respect  Change  Autumn  Celebrate  Celebration | Movement and using space  Ball skills | Domestic Church-Family  Baptism/Confirmation-Belonging  Advent/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 man  Goldilocks and the three bears  The Three little pigs  Julia Donaldson selection  The Monkey puzzle  Polar 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 | | Winter  Antarctica  We love books  Traditional Tales  People who help us  Easter 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)** |
| Winter  Weather  Frozen  Antarctica  Help  Community  Forgiveness  Book parts-Cover, spine, title page  Emergency  People who help us names and equipment vocab. | Dance  Large equipment | Local Church-Community-Celebrating  Eucharist-Relating-Gathering  Lent/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 caterpillar  The very lazy ladybird  Lazy Ozzy  The Busy Spider  Handas surpirise  Pirates love underpants  A squash and a squeeze | **Gospel Values:**  Compassion (Summer 1)  Patience (Summer 2)  **British Values:**  Democracy  Liberty | -Beach visit  -Farm visit | | Spring  Growth  Life Cycles  Summertime  Seaside  Pirates  Under the Sea  Animals  At 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. | Change  Spring  Summer  Growth  Life cycle  Plant  Flower  Computer  Mouse  Keyboard  Wonder | Athletics  Sports day activities | Pentecost-Serving-Good news  Reconciliation-Inter-relating-Friends  Universal 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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