

White Notley C of E Primary School Curriculum Overview: Class 1

Skills are taught progressively throughout the year. Themes may change or be adapted, as led by children's interests in line with EYFS guidance. However, provision for learning in 7 areas will be constant.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Welcome to my World	Let's Celebrate	Journey Around the World The Ocean	Journey Around the World Hot Areas	Let it Grow	Kings and Queens
Prime Areas	Personal Social and Emotional Development	Personal Social and Emotional Development	Personal Social and Emotional Development	Personal Social and Emotional Development	Personal Social and Emotional Development	Personal Social and Emotional Development
	<p>Developing independence dressing, undressing, using the toilet etc. Share, take-turns and working co-operatively. Establishing circle time using getting to know you games. Talking about our likes and dislikes. Develop familiarity of the school environment and staff. Routines and rules of class and school, Families These can give love, stability and security. Consider what it means to 'belong'? Who do you belong to? What does a family look like?</p> <p>Book: The Name Jar and The Worrysaurus</p>	<p>Continuing to develop independence in using the classroom provision. Build friendships and developing a caring, supportive and tolerate attitude. Caring for animals. Understand and regulate emotions. Colour monster</p> <p>Books: On Sudden Hill</p>	<p>Trying new activities. Learning to respect the beliefs of others. Understanding there can be conflicting views. Describe themselves in positive terms and talk about what they are good at. Develop confidence to speak to others and choose the resources they need. Talking about experiences related to different feelings. Play cooperatively - Taking into account others' ideas and being sensitive to others needs</p> <p>Book: The Colour Monster</p>	<p>Children will continue to be encouraged to share and take turns fairly and try out new activities with confidence. They will be encouraged to consider when it is appropriate to involve adults in negotiation, both in the classroom and playground.</p> <p>Book: Ruby's Worry</p>	<p>Continue to develop understanding of what is right and what is wrong and why, taking feelings of others into consideration. How important friendships are in making us feel safe and secure. They will consider the consequences of their words and actions for themselves and others. Thinking about what they find tricky. Staying safe in the sun</p>	<p>Develop confidence when speaking to others about their own needs, wants, opinions and interests. Understand that their own actions affect other people. Understanding that each person's body belongs to them and discussing appropriate and inappropriate physical contact. Looking at relaxation and how much online time is healthy? The benefits of rationing online time.</p>
	Physical Development	Physical Development	Physical Development	Physical Development	Physical Development	Physical Development
	<p>Opportunities for large movement e.g. climbing equipment, wheeled toys, large construction etc. Develop skills to use glue spreaders, scissors, pencils etc. Mark making experiences to develop the muscles in the hand and fingers. Using cutlery Hygiene when using the toilet and before eating. Handwriting shapes and patterns Weekly gym trail, dough disco and wiggle while you squiggle</p>	<p>Develop co-operation and team game/skills eg parachute games, ring games etc. Fine motor – i.e. three finger and tripod grip using a range of tools. Develop the muscles in the hand and fingers: dough gym, mark making, using tools. Handwriting shapes. Discuss how bodies feel before and after physical activity. Weekly gym trail, dough disco and wiggle while you squiggle</p>	<p>Stopping and starting on command. Moving creatively to music. Fine motor skills – rice, chop-sticks etc.. Letter formation. Why are hygiene measure important? Observe the effect of physical development on our bodies. Practising throwing smaller balls at a target outdoors Ways to keep safe with equipment such as scissors or small hammers Being a safe pedestrian Weekly gymnastics</p>	<p>Refined fine motor activities with finer objects such as smaller beads and pipe cleaners Letter formation practise in multisensory ways e.g. paint with cotton buds Introducing ways of experimenting with smaller equipment; roll the ball to a partner, aiming balls at targets, in baskets, at skittles. Health, sleep, safety and hygiene related to people who help us. Looking after our teeth, healthy food choices etc. Weekly gymnastics</p>	<p>During indoor and outdoor activities, children will continue to develop their awareness of space and safety. Throwing balls at targets – smaller balls and targets Develop their confidence and imagination. The children will consolidate, fine motor skills. Write letter shapes that are correctly formed. Weekly dance</p>	<p>The children will continue to handle tools, objects, construction and malleable materials safely and with increasing control. Weaving inside and outside Developing a knowledge of food and healthy food we eat to keep us fit and help us to grow. Move with control and coordination through spaces Dress and undress independently. Sports Day Weekly dance</p>

	Communication and Language	Communication and Language	Communication and Language	Communication and Language	Communication and Language	Communication and Language
	<p>Opportunities for children to talk with adults on one-to-one and small group basis. Daily story sessions to encourage increasing attention and recall. Listening area: stories, songs and rhymes. Begin phonic activities. Model and extend language through role-play.</p> <p>Role play area: Home / Farm Shop / Construction Site</p>	<p>Opportunities for children to talk with adults on a one-to-one basis Continuing to build on a repertoire of rhymes and songs and favourite stories and identify new vocabulary. Descriptive language. Daily role-play. NELI intervention assessments begin</p> <p>Role play area: Home / Christmas workshop</p>	<p>Focusing on a rich literacy environment, especially role play. Chinese new year stories. Asking questions through hot seating. Establishing talking partners. NELI intervention sessions begin.</p> <p>Role play area: Underwater Cave</p>	<p>Can organise, sequence and clearly talk about what they think, their ideas, their feelings and events. Asking who, what, where, when questions. Simple story language: once upon a time, one day, they lived happily ever after. Daily role-play.</p> <p>Role play area: Jungle</p>	<p>Being imaginative in their story telling. NELI intervention. Extending descriptive language using the senses. Daily role-play.</p> <p>Role play area: Garden centre/ Flower shop</p>	<p>The children will begin to be able to follow a story without pictures or props. Extending vocabulary. Daily role-play. Using a range of tenses (e.g. <i>Play playing, will play, played</i>) Listening and responding whilst playing and during story times. Following several instructions.</p> <p>Role play area: Castle</p>
Specific Areas	Literacy	Literacy	Literacy	Literacy	Literacy	Literacy
	<p>Emergent writing for meaning. Rich literacy environment role play. Looking at meaningful print such as children's names, labels in the environment. Model oral blending of sounds to make words in everyday contexts. Introduce daily phonological awareness sessions - environmental sounds, rhyme, syllables and initial sounds. Basic book skills: turning a page, front, back, left to right. Visit to the school library. Reading wordless books</p> <p><u>Every House on Every Street</u> Labelling houses <u>Little Red Hen</u> Traditional tale sequencing Retelling a repetitive story <u>Chicken Licken</u> A traditional tale <u>The Gingerbread Man</u> Sequencing a story using story language <u>The Three Little Pigs</u> Describing a wolf for a wanted poster Writing lists of materials needs to build houses for the Three Little Pigs Alternative three little pigs story - who do you believe? <u>Mr Gumpy's Outing</u> Creating a story map <u>Rosie's Walk</u> Predictable stories Putting a soundscape to a story</p>	<p>Continue to develop confidence in emergent writing Recognising and writing their name. Daily Phonics Phase 2. Captions, lists, labels, letters and cards. Left to right, top to bottom direction. What is a letter, what is a word? Reading repetitive books and books with predictable words.</p> <p>Christmas lists</p> <p><u>Stickman and The Gruffalo</u> Rhyming narrative. Familiar authors</p> <p><u>Owl Babies / Non Fiction Owls</u> Finding information in books Looking for familiar words as word detectives</p> <p><u>Night Monkey Day Monkey</u> Learning new vocabulary -nocturnal / diurnal</p> <p><u>Going On a Bear Hunt</u> Retelling a story using sounds</p> <p><u>Brown Bear Brown Bear What Do You See</u> Describing using our senses Learning new vocabulary – hibernation</p> <p><u>Text: A Tail of Two Feathers – twinkl book</u></p>	<p>Recall events / experiences of places visited, holidays and journeys. Writing and reading CVC words and some tricky and high frequency words independently Sequencing stories and retelling/ acting out. Looking at characters in stories. Rhyming words. Forming letters correctly. Writing words, captions and sentences. Daily Phonics Phase 3 reading and writing sessions.</p> <p>Writing simple captions about pictures of animals</p> <p>Writing potions</p> <p><u>Mr Archimedes Bath</u> Displacing water</p> <p><u>Gingerbread Man</u></p> <p><u>Rainbow Fish</u> Writing why we are special</p> <p><u>Someone Swallowed Stanley</u> Recycling posters related to ocean plastics</p> <p><u>If Sharks Disappeared</u> Writing did you know statements</p> <p><u>Pirates Love Underpants</u> Describing pants they have designed</p> <p>Other texts:</p>	<p>Develop understanding of the elements of stories, such as main characters, sequence of events and openings. Daily Phonics Phase 3 and 4 Looking at characters in stories: think, feel, say..... Hot seating: taking on the role of a character. Acting out stories indoor and outside.</p> <p>Reading and Writing sentences (phase 3 and 4)</p> <p>Labelling our favourite jungle animals</p> <p>Writing a non-fiction book about animals</p> <p><u>The Magic Paintbrush</u> Writing what they would paint for the poor</p> <p><u>Rumble in the Jungle</u> Learning a verse of a rhyming story</p> <p><u>Handas Surprise</u> Writing captions for story pictures</p> <p><u>Bring the Rain to Kapiti Plain</u> Repetition in stories</p> <p>Other texts: The Skin I'm In Non Fiction China</p>	<p>Traditional tales and stories. Stories with predictable patterns. They will learn how information can be found in non-fiction texts to answer questions about who, what, where, why and how. Independent writing with correct letter formation. Writing a sequence of sentences. Controlling the size of our handwriting</p> <p>Daily Phonics Phase 3 and 4</p> <p>The Hungry Caterpillar Writing a simple poem base on a caterpillar.</p> <p>Labelling the lifecycle of a frog</p> <p><u>Jack and the Beanstalk</u> Writing a simple story using pictures as prompts. How to plant a seed Bean diary</p> <p><u>The Enormous Turnip</u> Acting out a story Writing instructions for making vegetable soup Character speech bubble</p> <p><u>A Tiny Seed</u> Writing how to be a seed (dispersal)</p> <p><u>Jack and the Jelly Beanstalk</u></p>	<p>Creating a story based on an original. They will write a sequence of sentences and short accounts of stories and events. Non-fiction – information books and fact files Consolidate their knowledge of correct letter formation. Daily Phonics Phase 5</p> <p>Different Fairytales Rewriting a story</p> <p><u>The Queens Hat</u> Looking at the effect of using different verbs</p> <p><u>Snow White and The Seven Dwarfs</u> Visual literacy with a history link</p> <p><u>How to Train a Dragon</u> Using adjectives to describe using colour, texture and size. Writing facts about dragons.</p> <p>Non Fiction Books Finding out about castles. Naming the parts of a castle.</p>

<p><u>Other texts:</u> Home You Choose Scarecrow's Wedding Room on the Broom</p> <p>Non fiction books about weather and Black History Month</p> <p>Making personal hygiene posters</p>	<p><u>Goldilocks and the Three Bears</u> Using vocabulary of size</p> <p>The Squirrels Who Squabbled</p> <p>Completing wildlife log books and labelling what they've found.</p>	<p>Bubble Trouble Non Fiction Penguins Non Fiction Snow</p>	<p>Non Fiction Africa The Lion Inside</p>	<p>Alternative versions of traditional tales. Changing a story</p>	
Mathematics	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics
<p>Match and sort</p> <p>Compare amounts</p> <p>Compare size, mass and capacity</p> <p>Explore pattern</p> <p>Shape names</p> <p>Representing data in pictograms</p>	<p>Representing, comparing and composition of 1,2,3</p> <p>Instructions directions prepositions</p> <p>Time before, after, today yesterday</p> <p>Representing 5</p> <p>One more one less</p>	<p>Shape properties</p> <p>Representing, comparing and composition of 5,6,7,8</p> <p>Combining groups</p> <p>Height and length</p> <p>Time oclock</p>	<p>Representing, comparing and composition of 9 and 10</p> <p>Halving shapes</p> <p>Halving quantities</p> <p>3D shape</p> <p>Representing data in pictograms</p>	<p>Doubling</p> <p>Odd and Even</p> <p>Counting in 2's making pairs</p> <p>Adding and Subtracting</p> <p>Spacial Awareness</p>	<p>Sharing and Grouping</p> <p>Spacial Awareness</p> <p>Numbers beyond 20</p>
Understanding the World	Understanding the World	Understanding the World	Understanding the World	Understanding the World	Understanding the World
<p>Opportunities for talk about who we are, where we come from and to get to know one another</p> <p>Being part of a family, different family members and family traditions. Know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p>Looking at our family timeline – how we change baby, child, teenager, adult.</p> <p>Talking about our houses and where we live and looking at the differences between different house, a town, city and village.</p> <p>Looking at the materials used to build a house and their properties concentrating on strong materials.</p> <p>Taking a walk to the local farm and spotting local landmarks along the way.</p> <p>Grinding wheat into flour and predicting and observing during a yeast experiment.</p> <p>Environmental changes – Autumn, weather</p>	<p>Remembrance Day</p> <p>Looking at pictures of the past and noticing differences.</p> <p>Thinking beyond our own timeline.</p> <p>Halloween / Bonfire Night: family experiences and traditions.</p> <p>Celebrating Christmas -traditions.</p> <p>Nativity performance</p> <p>Begin to explore simple games on the laptops and ipads.</p> <p>Gaining mouse control.</p> <p>Environmental changes – Winter, wind and rain, clothes, weather, hibernation and nocturnal animals. A little look at seed dispersal.</p> <p>Continuing to look at materials concentrating on testing waterproof materials, wellies and puddles!</p>	<p>Moving toys: programming beebots, codeapillars</p> <p>Access to ipads and laptops</p> <p>Changes in state – melting and freezing.</p> <p>Environmental changes</p> <p>Opportunities for talk - about why things happen and how things work</p> <p>Reactions - Mixing vinegar and bicarb mechanisms/robots/ vehicles</p> <p>Looking at the globe and the ocean and the poles (places of extreme weather) and how it is different to where we live.</p> <p>Caring for our oceans.</p> <p>Learning about Richard Attinburgh</p> <p>Explore floating and sinking</p> <p>Different bodies of water.</p> <p>Dissolving</p> <p>Continuing to look at materials concentrating on reflective materials and road safety.</p>	<p>The children will be encouraged to show interest in different occupations and ways of life</p> <p>Visits from emergency services, other professions. Lives of people in my community and the roles they play</p> <p>Map work of the local area.</p> <p>Classifying animals and discussing their needs. How are these different to humans? How we care for animals.</p> <p>Herbivore and carnivores</p> <p>Hot areas around the globe – Where is the UK?</p> <p>Where is Africa? Where is Asia?</p> <p>Identifying different fruit</p> <p>Healthy eating</p> <p>Capturing and conserving rain water. Caring for environment – recycling,</p> <p>Finding out about our senses by smelling, touching and tasting different fruit.</p>	<p>Exploring the local environment looking at seasonal changes</p> <p>How to care for plants</p> <p>To make observations of plants and explain why some things occur</p> <p>Environmental changes – spring, weather, clothes, new life</p> <p>Observing the lifecycle of animals - tadpoles and caterpillars</p> <p>Hatching ducks</p> <p><u>Monkey Puzzle</u></p> <p>Animals and their offspring</p> <p><u>Once There Were Giants</u></p> <p>How I have changed</p> <p>Naming external body parts</p> <p>Healthy lifestyle</p> <p>Lifecycle of a plant</p> <p>Naming the parts of a plant</p> <p>Planting seeds and shoots</p> <p>Looking after plants</p>	<p>Healthy lifestyles – sun/water safety</p> <p>Creating minibeast habitats</p> <p>Shadows – the sun and moon</p> <p>The current Queen, Princes and Princesses</p> <p>Looking at pictures of the past and present and noticing differences and similarities.</p>

	Harvest Black History Month					
	Vocabulary Farm Village Town Landmark Strong Sturdy Material Predict Observe Sequence House Bungalow Flat Yeast Rise Subitise Harvest Syllable	Vocabulary Woodland Habitat Hibernation Nocturnal Diurnal Dispersal Waterproof Mouse (computers) Tradition Timeline Wildlife Rhyme Word Sound Phoneme Grapheme Guy Fawkes Soldiers Remembrance	Vocabulary Globe North Pole South Pole Environment Dissolve Melt Freeze Reaction Ocean Sea River Lake Digraph Reflective Displace Recycle Capacity	Vocabulary Country Continent Equator Jungle Rainforest Senses Conserve Group Diet Healthy Seeds/Pips Halve Double	Vocabulary Vocabulary detectives (finding words in books) Flower Plant Root Stem Petal Leaf Lifecycle Odd Even Share Divide Subtract Wrist Ankle Elbow Stomach	Vocabulary Rule Reign City Shadow Solar System Share Past Present Minibeast Antenna
	Expressive Arts and Design	Expressive Arts and Design	Expressive Arts and Design	Expressive Arts and Design	Expressive Arts and Design	Expressive Arts and Design
	Art Drawing closed shapes – faces, houses and flowers. Enhancing with paint and collage Using chalks and white crayons for skeletons (Halloween) Colour mixing lighter and darker tones DT Bread making Building a scarecrow Making paper plate pig face puppets/masks Skills: following instructions Joining paper and card using glue Cutting paper with scissors Role-Play House/Construction Site Small World Farm Story Puppets Connetixtiles and Duplo Playdough Encourage and support small world and role play. Roles and language modelled by adult and children to take on roles. Provision for children to express themselves creatively (painting, music, technology, malleable etc)	Art Painting/Printing/Collage New technique: blow painting Exploring what happens when they mix primary colours. Making continuous shapes with pencils – snails. Painting with a thick brush – backgrounds Printing with sponges, toilet rolls Collage owls Hedgehog fork painting Artist study: Kandinsky drawing circles. Make rangoli patterns from loose parts Firework transient art for firework night Making monsters with blow painting Colouring inside the lines with pencils and felts DT Making clay hedgehogs using sticks to replicate spines Making clay bears and using etching tools to replicate fur.	Art Painting/Printing/ Collage/Mixed media New techniques: wax resist, bubble painting, marbling Drawing and printing fish replicating scales Bubble painting background for shark picture. Wax resistant painting for seaweed Marbling globes Abstract art using shape DT Junk modelling using recycled plastic. Beginning to suggest how to adapt and improve their work. Cutting straight and curved lines in paper Planning what I am going to make out loud and on paper Baking fish biscuits Making colourful pants toast Role-Play Underwater Cave/Pirate Ship Small World North and South Pole Story Puppets Constructing with Cardboard Boxes	Art Painting/3D/Textile Painting inside the line with a finer brush creating camouflage. Bob the Artist - Fruit printing Letting a painting dry and then painting details with a thin brush - foreground Using a ruler Replicating animal print with sponges and masking tape for stripes DT Explore colour, shape, texture and form when making cards and gifts for special occasions. (Mothers' Day and Easter) Design and make jewellery Making a woven basket Making salt dough fruits Making a healthy snack and designing a wrapper Making chocolate rice crispy nests Making stuffed animals with paper, staples and newspaper Tie die using berries Role-Play Jungle Explorer Tent/Vets	Art Drawing/Mixed Media Austin's Butterfly Improving our artwork Drawing noticing finer details – veins in a leaf, bricks on a house etc.. Drawing people Drawing vegetables from observation Collage Tiny Seed storybook front cover DT Moving picture book climbing the beanstalk Split pin frog lifecycle wheel Caterpillar stick puppets Transient Art – flowers Children will have the opportunity to develop and consolidate skills learnt during the year. Children will continue experimenting with different media and working creatively on a large and small scale. Children use what they have learnt about media and materials in independent	Art Painting/Textile/Mixed media Children will have the opportunity to develop and consolidate skills learnt during the year. Children will continue experimenting with different media and working creatively on a large and small scale. Children use what they have learnt about media and materials in independent Evaluating composition. DT The children will be encouraged to use knowledge, skills and different material e.g. joining, using tools: staplers, fixing using materials like glue and sellotape etc to make creative 2D and 3D work that is for a particular use or purpose. Making castles and drawbridges Moving parts with thick card Strengthening our models Cutting wood for flags Joining wood for bug houses Tying a knot

<p><u>Music</u></p> <p>Listening to music from the Charanga Scheme.</p> <p>Listening to traditional classical music accompanied by an imaginative animated story (BBC).</p> <p><u>Daily Rhyme Time</u></p> <p>Various nursery rhymes are introduced and adapted focusing on a musical element such as:</p> <p>Tempo – fast or slow</p> <p>Dynamics – loud or quiet</p> <p>Timbre – sound quality (different voices)</p> <p>Rhythm – irregular combination of beats (clapping syllables)</p> <p>Duration – long or short sounds (singing jerkily or with long notes)</p> <p>Beat – regular pulse (accompany the nursery rhyme with claps, beaters or claves)</p> <p>Untuned percussion during Phase 1 Phonics to develop focused listening and distinguishing between sounds, learning their names as we go.</p> <p>Use of Pie Corbett for story telling and storyscapes with musical accompaniment.</p>	<p>Joining paper and card using tape and staples Creating a back pack from a cereal box to hold their ‘Woodland Hunter Log Book’.</p> <p>Kite making</p> <p>Windmill making</p> <p>Name rockets</p> <p><u>Role-Play House</u></p> <p><u>Small World Woodland Story Puppets</u></p> <p><u>Lego and Mobilo Clay</u></p> <p>Encourage and support small world and role play. Roles and language modelled by adult and children to take on roles. Provision for children to express themselves creatively (painting, music, technology, malleable etc)</p> <p><u>Music</u></p> <p>Listening to music from the Charanga Scheme.</p> <p>Listening to traditional classical music accompanied by an imaginative animated story (BBC)</p> <p><u>Daily Rhyme Time moving into rehearsal of Christmas and nativity songs</u></p> <p>Various nursery rhymes and Christmas songs and discussions about:</p> <p>Tempo – fast or slow</p> <p>Dynamics – loud or quiet</p> <p>Timbre – sound quality (different voices)</p> <p>Rhythm – irregular combination of beats (clapping syllables)</p> <p>Duration – long or short sounds (singing jerkily or with long notes)</p>	<p><u>Playdough</u></p> <p>Introduce a storyline or narrative into their play.</p> <p>Language modelled by adult as a guide to children. Begin to express and communicate ideas, thoughts and feelings about our theme, through their play.</p> <p>Provision for children to express themselves creatively (painting, music, technology, malleable etc)</p> <p><u>Music</u></p> <p>Listening to music from the Charanga Scheme.</p> <p>Listening to traditional classical music accompanied by an imaginative animated story (BBC).</p> <p><u>Daily Singing</u></p> <p>Introducing pitch</p> <p>Storytelling using different pitch voices for different characters.</p> <p>Storyscapes using different pitch sounds for different events in the story.</p>	<p><u>Small World Jungle/Firestation/Hospital Story Puppets</u></p> <p><u>Marble Runs</u></p> <p><u>Salt Dough</u></p> <p>The children will play co-operatively as part of a group to develop and act out scenarios, narratives and roles in the classroom and role play room.</p> <p>They will play alongside other children who are engaged in the same theme. They will act out different occupations in the community – chef, shopkeeper, fireman, postman</p> <p><u>Music</u></p> <p><u>Singing and Pitch</u></p> <p>Songs from around the world.</p> <p><u>Pulse and Rhythm</u></p> <p>Using untuned percussion in time with music. Learning their names and how to hold and play them.</p> <p><u>Composing and Performing</u></p> <p>Remembering our role in a group performance</p> <p><u>Listening</u></p> <p>Stopping and starting playing at the right time</p>	<p><u>Role-Play Garden Shop/Florist/Grocers</u></p> <p><u>Small World Garden Story Puppets</u></p> <p><u>Marble Runs</u></p> <p><u>Salt Dough</u></p> <p>The children will play co-operatively as part of a group to develop and act out scenarios, narratives and roles in the classroom and role play room.</p> <p>They will play alongside other children who are engaged in the same theme.</p> <p><u>Music</u></p> <p>Listening and guessing the note</p> <p>Recording sounds</p> <p>Choosing appropriate instruments to represent action and mood</p> <p><u>Composing</u></p> <p>Choosing and using classroom objects as musical instruments</p> <p>Creating our own songs</p> <p>Listening to and repeating songs</p> <p>Adding notation to sounds in stories. Composing our own.</p>	<p>Sewing a felt puppet</p> <p>Printing on material to make a robe for a King.</p> <p>Making a hat for the Queen.</p> <p>Making a fire breathing dragon.</p> <p><u>Role-Play Castle</u></p> <p><u>Small World Bug Garden/Palace Story Puppets</u></p> <p><u>Cooking</u></p> <p>Children will be encouraged to contribute their own ideas when developing a new role play area</p> <p><u>Music</u></p> <p>Children will be encouraged to contribute their own ideas when creating music and dance linked to our theme.</p> <p>Rhythm Visuals notation (cherry beet)</p> <p>Identifying layering in music</p> <p>Layering our voices</p> <p>Using tuned instruments such as chime bars and learning how to hold and play them.</p>
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		Beat – regular pulse (accompany the nursery rhyme with claps, beaters or claves) Use of Pie Corbett for story telling and storyscapes with musical accompaniment.				
	R.E.	R.E.	R.E.	R.E	R.E	R.E
	<p>Special people Human/Social Theology Philosophy</p> <p>-How am I special - Who is special to me? How can I make others feel special? -how special events can be celebrated how do people celebrate? e.g. Christenings, birthdays etc What ceremonies or festivals have you been part of? Talk about religious events they see or hear about e.g. festivals and ceremonies Identify simple features of religious life and practice in a family context - Why do Christians believe we are special to God? See I'm Special by Graham Kendrick</p> <p>My traditions, customs and religion. What puzzles you? Say what matters to them or is of value</p> <p>Introduce key theological vocabulary such as 'God'.</p> <p>What does the word 'God' mean?</p> <p>What does this 'religious' word mean?</p>	<p>The traditions, customs and religions of others in my community. Making comparisons. Human/Social Theology Philosophy</p> <p>How do Hindu people celebrate Diwali (4th Nov) How do Jewish people celebrate Hanukka (28th Nov)? How/why do people celebrate Guru Nanak's birthday?(19th Nov) How do Christians celebrate Christmas? Birth of Jesus – Advent, Nativity, gift giving, lights etc</p> <p>What is this religious story about? Why might people tell this story? What is a belief? Recognise simple religious beliefs or teachings. Talk about some aspects of religious or belief story Recreate religious and belief stories through small world play</p> <p>Raise interesting and puzzling questions about religious and belief stories Raise interesting and puzzling questions about the world around them Talk about what excites them about different ways in which people behave Use their senses to investigate religious beliefs and teachings</p> <p>Recognise a number of religious words</p>	<p>Special books and stories Human/Social Theology Philosophy</p> <p>-What is your favourite story/book and why? -How do Jewish people look after the Torah scrolls? -Why is the Bible special to Christians? -Do you know any stories about Jesus in the New Testament? Favourite ones?</p> <p>Why is this sacred book important? Talk about sacred texts. What is this religious story about? Recognise simple religious beliefs or teachings</p> <p>Is it real? What is right? Wrong? True? What do we mean by true?</p> <p>Name some religious artefacts What might people use this artefact for?</p>	<p>Special objects Human/Social Theology Philosophy</p> <p>Do you have a toy/ procession -Why is it special to you?</p> <p>-Why is the cross special to Christians? Are there lots of different kinds of cross? -Look at other religious symbols and why important</p> <p>-Why is the Easter Story important to Christians?</p> <p>-Do you know of any Easter symbols? (eggs, chicks, lambs)</p> <p>What is this religious story about? What is a belief? Introduce key theological vocabulary linked to Easter What does the word '***' mean? Recreate religious and belief stories through small world play</p> <p>Use senses to investigate religion and belief Say what matters to them or is of value Is it true?</p> <p>What do these symbols mean? Name some religious symbols Talk to someone who holds a particular religious belief</p>	<p>Special places Human/Social Theology Philosophy</p> <p>*Do you have a favourite place? Why is it special to you? (home; school; park; holiday place). *Which special places are used by people to carry out worship? (Hindu mandir; Sikh gurdwara; Jewish synagogue; Christian church/ chapel) *How do Christians worship in church? What would you find in our parish church? (visit)</p> <p>What does this word mean? Introduce key theological vocabulary Recognise simple religious beliefs or teachings</p> <p>What puzzles you? What is right? Wrong? True? What does true mean? Raise interesting and puzzling questions about the special places and world around them.</p> <p>What happens in (place of worship) Recognise number of religious words Name some religious symbols and artefacts</p>	<p>Our special world Human/Social Theology Philosophy</p> <p>*How can we look after the place where we live?</p> <p>*Why do Christians have a duty to care for the natural world? (God is the Creator of the world... our stewardship).</p> <p>*How have Christians shown their love for God's creatures? – Saint Francis of Assisi.</p> <p>Recognise simple religious beliefs or teachings Talk about an aspect of religious story Introduce key theological vocabulary</p> <p>What puzzles you? Raise puzzling and interesting questions about the world around them Talk about what concerns them about different ways in which they behave Say what matters to them or is of value</p> <p>Identify simple features of religious life and practice Know where some religious worldviews originated</p>

		Talk about what people wear because of their beliefs				
	ICT	ICT	ICT	ICT	ICT	ICT
	Model using the interactive board. 2Paint Using a camera Using CD player Talk about technology used at home	Select and use technology for particular purposes. Using the class IPad to record work done in school. Explore simple games Use of mouse and touch screen, switching screen on and off.	Introduce Beebots/Codapillars Moving toys (Beebots) Using maps e.g. Digi maps, google earth to look at our local environment Locating keys on the keyboard Logging in and out.	Using an online paint programme. Simple coding – understanding instructions need to happen in the right order.	Recording our voices to tell a story – My story app Predicting what will happen from a given code.	Internet safety Continue independent use of interactive board, class computers, CD, beebots and ipads.