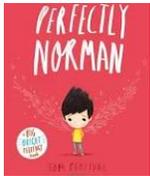
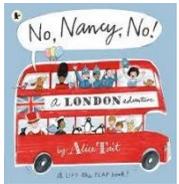
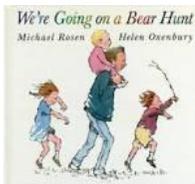
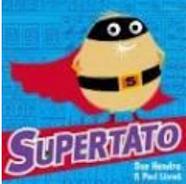
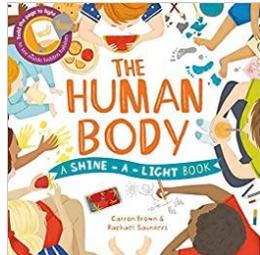
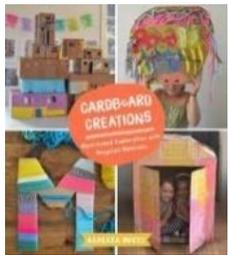
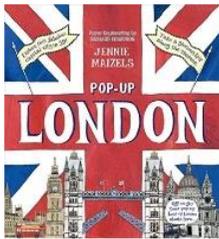
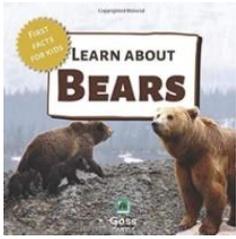
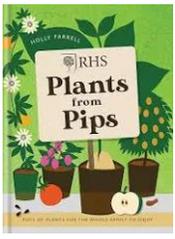


St Mary and St Michael Catholic Primary School

'Learning together hand in hand with our friend Jesus.'

Curriculum Overview: Reception 2022/2023

Terms	Autumn 'Settling in'		Spring 'Reaching for the stars'		Summer 'Moving on'	
	1. It's good to be me	2. Boxes/Christmas	3. London!	4. Are we there yet?	5. Food glorious food	6. We're not scared!
Core Book: Fiction						
Core Book: Non-Fiction						
Core Rhymes	<ul style="list-style-type: none"> • Hey Diddle Diddle. • Ten in a bed. • Ms Polly had a dolly. • Lucy locket. 	<ul style="list-style-type: none"> • Little Bo Peep • Sing a song of sixpence • 12 Days of Christmas 	<ul style="list-style-type: none"> • Oranges and lemons • Sing-a-song-a-six-pence • Grand old Duke of York 	<ul style="list-style-type: none"> • Little Boy Blue • Alice the camel • Little Rabbit Foo Foo 	<ul style="list-style-type: none"> • Mary, Mary quite contrary • Ten little Indians • Wee Willy Winky 	<ul style="list-style-type: none"> • Teddy Bear, Teddy Bear • One man went to mow • Little Jack Horner • Pussy cat, pussy cat
Events & Trips	<ul style="list-style-type: none"> • Fortnightly visits to the library. • Weekly visits from Laura the librarian. • Gardening with Tom. 	<ul style="list-style-type: none"> • Fortnightly visits to the library. • Weekly visits from Laura the librarian. • Gardening with Tom. • Remembrance 	<ul style="list-style-type: none"> • Fortnightly visits to the library. • Weekly visits from Laura the librarian. • Gardening with Tom. 	<ul style="list-style-type: none"> • Fortnightly visits to the library. • Weekly visits from Laura the librarian. • Gardening with Tom. • Throve Tuesday 	<ul style="list-style-type: none"> • Fortnightly visits to the library. • Weekly visits from Laura the librarian. • Gardening with Tom 	<ul style="list-style-type: none"> • Fortnightly visits to the library. • Weekly visits from Laura the librarian. • Gardening with Tom

	<ul style="list-style-type: none"> • Dental Health Week. • A trip to Shadwell park/Stepney Farm. • A baby visiting the class. • Harvest. 	<ul style="list-style-type: none"> • Bonfire night • Diwali • Cardboard box day (16/11/22) • Christmas • Nativity performance • Pantomime 	<ul style="list-style-type: none"> • Trip to the Tower of London. • Chinese New Year • Valentine's Day 	<ul style="list-style-type: none"> • Ash Wednesday • World Book Week • Morning for mums • Easter • Eid • St Patrick's Day 	<ul style="list-style-type: none"> • Ducklings • Careers Week • Little City to school • Marion Procession • St George's Day • Queen's Jubilee 	<ul style="list-style-type: none"> • International Day • Transition Week • Sports day • FUDGE Day
Self-registration	Find name card and write name on large sheet of paper. <i>Adult to observe and support letter formation and pencil grip.</i>	Sign in. Large sheet of shared paper. Name card only for chn who need support. <i>Adult to observe and support letter formation and pencil grip.</i>	Sign in on lined paper (A3). <i>Adult to observe and support letter formation and pencil grip.</i>	Sign in on narrow lines. (A4) <i>Adult to observe and support letter formation and pencil grip</i>		
Communication and Language	<ul style="list-style-type: none"> • Understanding how to be a 'good listener' & 'good talker'. – <i>Talk partners.</i> • Speaking in full sentences. • Learning new vocabulary through stories. • To listen and respond. • Begin to contribute in small group interactions. • Chn comment on what they hear. 	<ul style="list-style-type: none"> • Make comments about what they have heard. • Beginning to ask questions to clarify understanding. • Contribute confidently in small group discussions and begin to contribute during class discussions. • Use new vocabulary through stories and conversations. • Start to answer why questions. • Speak in full sentences using conjunctions. 	<ul style="list-style-type: none"> • Listen attentively and respond with relevant questions, comments and actions when read to and during class discussions and small group interactions. • Make comments about what they have hears and ask questions to clarify understanding. • Using a rich range of vocabulary and language structures. • Offer explanations for why things might happen, making use of recently introduced vocabulary. • Express ideas and feelings about experiences using full sentences, including past, present and future tenses. • Making use of conjunctions. 			
PSED	<ul style="list-style-type: none"> • Building relationships: key person and friends. • Getting familiar with my classroom. 	<ul style="list-style-type: none"> • <u>Self-regulation:</u> Begin to show an understanding of own and other's feelings. Using words like 'stop, I don't 	<ul style="list-style-type: none"> • <u>Self-regulation:</u> Show an understanding of own and other's 			

	<ul style="list-style-type: none"> • Rules • Taking turns. • Try new activities. • Dental health. • Washing hands. • <u>Self-regulation</u>: helping myself to snack; going to the toilet independently and taking my jumper off when feeling hot. • <u>Independence skills</u>: putting jumper/apron on/taking it off. • Following simple instructions. 		<p>like it'. And also, to respect wishes of friends.</p> <ul style="list-style-type: none"> • Give focused attention to what the teacher says, responding appropriately even when engaged in activity. • <u>Independence skills</u>: Zipping coats up and putting/taking off jumper. • Explain the reasons for our class rules. • Continue washing hands and keeping a good hygiene. • Play cooperatively and taking turns without adult intervention. • Starting to show an awareness of what is right and wrong. 		<p>feelings and regulate behaviour accordingly.</p> <ul style="list-style-type: none"> • Show ability to follow instructions involving several ideas and actions. • <u>Independence skills</u>: Taking jumper off, putting on socks and shoes. • <u>Managing self</u>: Explain the reasons for our class rules. • Show an awareness of what is right from wrong and try to behave accordingly. • Continue washing hands and keeping a good hygiene. • Show independence, resilience and perseverance in the face of challenge. • Understand the importance of healthy food choices • <u>Building relationships</u>: Play cooperatively and taking turns without adult intervention. • Show sensitivity to their own and others' needs. • Transition to Year 1 • Being courages 	
Ten Ten	<ul style="list-style-type: none"> • I am me • Growing up 	Emotional well-being	<ul style="list-style-type: none"> • Role model • Who's who? • You've got a friend in me • Forever friends 	<ul style="list-style-type: none"> • Safe inside and out • My body, my rules • Feeling poorly • People who help us 	<ul style="list-style-type: none"> • God is love • Loving God, loving other 	<ul style="list-style-type: none"> • Me, you, us
Physical Development	<p>Gross motor: Experiments with different ways of moving.</p>	<p>Gross motor:</p> <ul style="list-style-type: none"> • Catching and throwing large balls • Co-ordination skills. 	<p>Gross motor:</p> <ul style="list-style-type: none"> • Catching and throwing small balls • Moving in range of ways. 	<p>Gross motor:</p> <ul style="list-style-type: none"> • Balancing skills • Skipping • Negotiating space and obstacles safely in consideration of others. 	<p>Gross motor:</p> <ul style="list-style-type: none"> • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. • Hop and skip in time to music. • Catching and throwing small balls • Tennis and cricket • Sports day 	

			<ul style="list-style-type: none"> Negotiating space and obstacles. Co-ordinations skills. 		<ul style="list-style-type: none"> Races
	<p>Fine motor:</p> <ul style="list-style-type: none"> Cutting on lines. Develop tripod pencil grip. Puzzles, threading and dough disco. 	<p>Fine motor:</p> <ul style="list-style-type: none"> Begin to draw with more accuracy. Confidently use the tripod grip. Cutting straight and curved lines. Eating with knife and fork. 	<p>Fine motor:</p> <ul style="list-style-type: none"> Hold pencil effectively (tripod grip) consistently and in all cases. Cutting more complex shapes. Using a range of small tools. Shows accuracy and care when drawing. Begin to tie shoe laces. 		
Reading	<p>Comprehension:</p> <ul style="list-style-type: none"> Anticipate key events. Begin to ask simple questions. Begin to retell stories using own words and new vocabulary. <u>Non-Fiction</u>: What is a non-fiction book? How can you tell fiction from non-fiction? <p>Word Reading:</p> <ul style="list-style-type: none"> Set 1 sounds. Blending simple words. Recognise own name. <p>Introduce reading behaviour:</p> <ul style="list-style-type: none"> How to sit properly. How to hold a book, care for books. Reading for pleasure. <p>Reading strategies:</p> <ul style="list-style-type: none"> Sound out tricky words. Read from left to right across and between pages. Difference between front and back from book. Where to start reading. Identify between picture and text. Return sweep. 	<p>Comprehension:</p> <ul style="list-style-type: none"> Retell stories using own words and new vocabulary. Anticipate key events where appropriate. Begin to use recently new vocabulary during discussions. <u>Non-Fiction</u>: Contents page and blurb at the back <p>Word Reading:</p> <ul style="list-style-type: none"> <u>Diagraphs</u>: th, sh, ch, ng, nk. Confidently blend simple words using phonic knowledge. Read simple sentences aloud. <p>Reading behaviour:</p> <ul style="list-style-type: none"> Reading with fluency and understanding. Reading for pleasure. <p>Reading strategies:</p> <ul style="list-style-type: none"> Sound out tricky words. Punctuation (.?!) <p>High Frequency Words:</p> <ul style="list-style-type: none"> Reception words and revision (Spring 2) 	<p>Comprehension:</p> <ul style="list-style-type: none"> Retell stories using own words and new vocabulary. Anticipate key events in stories. Use recently new vocabulary confidently during discussions. <u>Non-Fiction</u>: Retrieve information from non-fiction texts <p>Word Reading:</p> <ul style="list-style-type: none"> <u>Diagraphs</u>: ay, ee, igh, ow, oo. Confidently blend simple words using phonic knowledge. Read aloud sentences and books that are consistent with phonic knowledge. Read 45 Reception H/F words confidently <p>Reading behaviour:</p> <ul style="list-style-type: none"> Reading with fluency and understanding. Reading for pleasure. <p>Reading strategies:</p> <p>Successfully uses a range of strategies to read unfamiliar vocabulary:</p> <ul style="list-style-type: none"> Sounding out tricky words 		

	<ul style="list-style-type: none"> • Left page before right page. • 1:1 matching by using reading finger. • Difference between a letter and a word. • Capital and lower-case letters. <p>High Frequency Words:</p> <ul style="list-style-type: none"> • Reception words. 			<ul style="list-style-type: none"> • Chunking • Re-read and check it makes sense (self-monitoring) <p>High Frequency Words:</p> <ul style="list-style-type: none"> • Spellings: Reception words 		
<p>Reading for pleasure (Books)</p>	<ul style="list-style-type: none"> • The growing story. • My hair. • Argh there's a skeleton inside you. • What makes me a me? • Marvellous me. • The street beneath my feet. • There's a house inside my mummy. • Pumpkin soup. • We're going on a leaf hunt. • Hello Autumn. 	<ul style="list-style-type: none"> • The cardboard box books • Whatever next • Not a box • My cat likes boxes • Harry and the robots • Dear Father Christmas • Is it Christmas yet? • Stick man • Lion in the Nativity • A jolly Christmas postman • The stinky sprouts in a Christmas tale • A day in India • What can you see in the winter • What can you see in the autumn 	<ul style="list-style-type: none"> • No Nancy, no! • You can't take an elephant on the bus. • We completely must go to London. • The queen's knickers • Mary Poppins • Paddington Bear • Katie goes to London • The queen's hat • Madeline in London • London for children • Coming to London • Chinese New Year • Pop up London • Banksy Graffitied walls and wasn't sorry • What can you see in the winter 	<ul style="list-style-type: none"> • We're going on a bear hunt. • Learn about bears. • All about England • Follow that map – a first book of mapping skills. • Hibernation station • Koala' is not a bear • Chu's first day of school • Polar Bear island • Rosie's walk • We're going on a treasure hunt • Dave's cave • The great hullabaloo • Sheep in a jeep • Little red train's busy day • The snatchabaook • Giraffe's can't dance • Goldilocks • Coming to England 	<ul style="list-style-type: none"> • Supertato • Plants to pips • Eddie's garden • A new green day • Supertato – books are rubbish • Knock knock superhero • Supertato veggies assemble • My world, your world • Oliver's fruit salad • Gut garden • A little guide to trees • What people do all day? • When I grow up • The ABC of what I can be • The donut chef • Curious about zoo vet • Real superheroes 	<ul style="list-style-type: none"> • After the fall • You're not so scary, Sid • The very hungry worried monster • Monsters love underpants • Love monster • Morris the mankiest monster • You can't stop the big bad bogey • The weaver • The bad tempered ladybird • Superworm • Minibeasts • My first book of garden bugs • The very busy spider • Look out butterflies • Aaargh spider • The very greedy bee • The bee book

			<ul style="list-style-type: none"> Hello world, arctic animals What can live in the snow? 	<ul style="list-style-type: none"> Brown bear, brown bear Fiona's luck The secret life of leprechauns Jamie O'Rourke and the big potato The bunny who found Easter How to catch the Easter bunny Humphrey's first Palm Sunday 	<ul style="list-style-type: none"> Butterfly Bouquet Flowers to spot Vincent Van Gogh It's spring Eddie's garden Katie and the sunflowers 	<ul style="list-style-type: none"> Ants Minibeasts There's a spider in my soup Moths Matisse's magical trail Welcome to our world A ticket around the world Same, same but different What can you see in the summer
Writing	<ul style="list-style-type: none"> Name writing Labels Captions <p>Focus on:</p> <ul style="list-style-type: none"> Directionality Hears, says and writes initial and last sounds in words. Use of Fred Fingers. Letter formation. Demonstrating how to use H/F words. Modelling grammatical agreement. 	<p>Attempts to write short sentences in meaningful contexts.</p> <p>Focus on:</p> <ul style="list-style-type: none"> Directionality Use of Fred Fingers. Letter formation. Introduce finger spacing and capital letters. Demonstrating how to use H/F words. Modelling grammatical agreement. <p>Handwriting:</p> <ul style="list-style-type: none"> Hold pencil effectively. 	<p>Write phrases and sentences that can be read by others.</p> <p>Begin to gain more independence in writing.</p> <p>Begin to spell words by identifying sounds and representing the sounds with letters. <u>Non-Fiction writing:</u> Recounts (First, next, then, afterwards, finally)</p> <p>Focus on:</p> <ul style="list-style-type: none"> Directionality and return sweep. Finger spacing Putting phonological knowledge in practice. Stretching out longer words Capital letters Punctuation Demonstrating how to access HFW New vocabulary Re-reading to check writing make sense. 	<p>Start to write narratives with a beginning, middle and end.</p> <p>Start to write in lined books.</p> <p>Spell words by identifying sounds and representing the sounds with letters independently. <u>Non-Fiction writing:</u> Wanted poster</p> <p>Focus on:</p> <ul style="list-style-type: none"> Accurate spelling of H/F words. Directionality and return sweep. Finger spacing Putting phonological knowledge in practice. Stretching out longer words Capital letters Punctuation New vocabulary Re-reading to check writing make sense. Modelling grammatical agreement 		

	<p>Handwriting:</p> <ul style="list-style-type: none"> • Uses pencil and hold it effectively. • Begins to form recognisable letters. 	<ul style="list-style-type: none"> • Letters are formed with more control 	<p>Handwriting:</p> <ul style="list-style-type: none"> • Pencil grip hold effectively most of the time. • Letters are mostly formed correctly and beginning to be consistent in size. 	<p>Handwriting:</p> <ul style="list-style-type: none"> • Letters are mostly formed correctly and consistent in size. 		
<p>Maths</p>	<p>Books: <i>Monkey Puzzle/ The button box/The enormous turnip/Dear zoo 1 2 3 at the zoo/ Pink Tiara cookies for three/The three Billy Goats Gruff/Circle/Triangle/ Rosie's walk</i></p> <ul style="list-style-type: none"> • Baseline Assessment • Match and sort • Compare amounts • Compare size, mass & capacity • Exploring pattern • Representing 1,2, & 3 • Comparing 1,2, & 3 • Composition of 1, 2 & 3 • Circles and triangles • Positional language 	<p>Books: <i>What makes me a me/ Superworm</i></p> <ul style="list-style-type: none"> • Counting 7, 8, 9 & 10. • <u>Awareness of:</u> Size - changes Length - how long things are/longer than/shorter than. Weight - how heavy things are/heavier than/lighter than. Capacity – how much a container holds. Volume – full/empty • Counting stories and rhymes. • Coral and group counting beyond 10. • Exploring patterns; what is the same and what is different 	<p>Books: <i>The great hullabaloo/ Sheep in a jeep/Little red train's busy day.</i></p> <ul style="list-style-type: none"> • Composition Of 2, 3, and 4 calculating within 4. • Composition of 5 and calculation within 5. • Composition of 6 and calculating within 6. • <u>Patterns with:</u> Number; Movement; Shape and sound. 	<p>Books: <i>The snatchabook/Giraffe's can't dance</i></p> <ul style="list-style-type: none"> • Comparing numbers • Composition of 7 and calculating within 7. • Composition of 8 and calculating within 8. • <u>Sequences:</u> Within a day; Events (stories/poems/ rhymes) • Creating sequences using first, then, next • 2D shapes • Decomposing 2D shapes into other shapes. 	<p>Books: <i>tbc</i></p> <ul style="list-style-type: none"> • Composition of 8 and calculating within 8 • Composition of 9 and calculating within 9 • Composition of 10 and calculating within 10 • Counting stories & rhymes, choral counting, group counting including beyond 10. • Exploring patterns: What is the same and what is different • Developing Spatial Reasoning. 	<p>Books: <i>tbc</i></p> <ul style="list-style-type: none"> • Numbers beyond 10 • Double numbers • Sharing equally • Counting stories & rhymes, choral counting, group counting including beyond 10. • Patterns and relationships
<p>UW</p>	<p>Past and Present: Book: <i>There's a house inside my mummy.</i></p>	<p>People, culture and communities: Book: <i>A day in India</i></p>	<p>Past and Present: Book: <i>This is London/ Pop up London</i></p>	<p>People, culture and communities: Book: <i>All about England</i></p>	<p>People, cultures and communities Book: <i>Vincent Van Gogh</i></p>	<p>People, cultures and communities Book: <i>Welcome to our world/ A ticket</i></p>

	<ul style="list-style-type: none"> • When we were little. • Differences and similarities. • Family tree. <p>People, culture and communities: Books: <i>The human body/There's a house inside my mummy.</i></p> <ul style="list-style-type: none"> • Me and you. • Cultural differences. <p>The natural world: Books: <i>The human body. / Hello Autumn/We're going on a leaf hunt.</i></p> <ul style="list-style-type: none"> • Seasonal changes – Autumn. • Woodland animals: natural habitats and how to care for them. • Shadows and torches. • The human body. • <u>Observational drawing:</u> Autumn leaf • <u>Cooking:</u> Change of matter – smoothies; solid to liquid. 	<ul style="list-style-type: none"> • Celebration of Diwali • Exploring India (look at cultural differences) <p>The natural world: Books: <i>What can you see in the winter/What can you see in the autumn/What a waste</i></p> <ul style="list-style-type: none"> • Seasonal changes autumn to winter • Recycling and taking care of environment. 	<ul style="list-style-type: none"> • London now and then • Differences and similarities <p>People, culture and communities: Books: <i>Chinese New Year</i></p> <ul style="list-style-type: none"> • Celebration of Chinese New Year • Cultural differences and similarities: UK, India and China <p>The natural world: Books: <i>What can you see in the winter/ Hello world, arctic animals/What can live in the snow?</i></p> <ul style="list-style-type: none"> • Seasonal changes: winter • Snowy places and arctic animals • Cooking: change of matter – melting chocolate. <p>Technology:</p>	<ul style="list-style-type: none"> • Famous landmarks across the UK <p>Books: <i>Follow that map/Rosie's walk/We're going on a treasure hunt</i></p> <p>Maps</p> <ul style="list-style-type: none"> • Different kind of maps. • Parts of a map: <ul style="list-style-type: none"> - Symbols, water, parks, map key etc. - How to look at and draw a bird's eye view. <p>The natural world: Books: <i>Hibernation station/Learn about bears</i></p> <ul style="list-style-type: none"> • Hibernation. • Habitats of bears • Comparing polar and brown bears • Cooking: Change of matter – liquid to solid – pancakes <p>Technology:</p> <ul style="list-style-type: none"> • Walkie talkies • <u>Continuous provision</u> – domestic area: washing machine etc. 	<ul style="list-style-type: none"> • Who was Vincent Van Gogh <p>Book: <i>My world, your world</i></p> <ul style="list-style-type: none"> • Eid <p>Books: <i>What do people do all day/ When I grow up/ The ABC of what I can be</i></p> <ul style="list-style-type: none"> • Careers Week <p>The natural world: Books: <i>Plants from pips/ It's Spring</i></p> <ul style="list-style-type: none"> • Planting seeds and observing then grow • Seasonal changes: Spring <p>Technology:</p> <ul style="list-style-type: none"> • Using iPads to film short stories • <u>Continuous provision</u> – domestic area: washing machine etc. 	<p><i>around the world/ same, same but different</i></p> <ul style="list-style-type: none"> • International Day <p>The natural world: Books: <i>Minibeasts/ My first book of garden bugs/ The weaver/Ants</i></p> <ul style="list-style-type: none"> • Draw and label insects • Bug hunt • Habitats (bug hotel) • Seasonal changes: Summer • Looking at spiders and webs <p>Book: <i>After the fall</i></p> <ul style="list-style-type: none"> • Testing different surfaces with eggs <p>Technology:</p> <ul style="list-style-type: none"> • Taking photos of 'big school' in preparation for Y1 (transition) • <u>Continuous provision</u> – domestic area:
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	<p>Technology:</p> <ul style="list-style-type: none"> • Exploring X-rays. • Technology walk. • Talking tins. • <u>Continuous provision</u> – domestic area: washing machine etc. 		<ul style="list-style-type: none"> • Beebots • <u>Continuous provision</u> – domestic area: washing machine etc. 			washing machine etc.
<p>EAD <i>Plan, Do, Review</i></p>	<p>Creating with materials: <u>Book:</u> <i>The street beneath my feet.</i></p> <ul style="list-style-type: none"> • Introduce plan, do, review. • Introduce the idea of displaying art work. • <i>Observational art:</i> self-portraits with wings. • Exploring lines with brushes and pencils. • Skills: to look at detail and shape; painting strokes. embellish wings. • <i>Transient art:</i> Andy Goldsworthy. <p>Being imaginative and expressive:</p>	<p>Creating with materials: <u>Book:</u> <i>The cardboard box book</i></p> <ul style="list-style-type: none"> • Plan, do, review • Starting to display work independently. • Using cardboard boxes to create music instruments, robots, vehicles etc • Christmas decorations • Sculpting salt dough diya lamps. <p>Being imaginative and expressive:</p> <ul style="list-style-type: none"> • Create and perform stories with cardboard box creations. 	<p>Creating with materials: <u>Book:</u> <i>Banksy Graffitied walls and wasn't sorry/Pop up London</i></p> <ul style="list-style-type: none"> • Share creations with others • Begin to explain processes used to create. • Chn to make props to use in role play (crowns etc.) • <i>Stencil art:</i> Banksy • <i>Junk modelling:</i> London landmarks • Skills: To plan and select appropriate materials. 	<p>Creating with materials: <u>Book:</u> <i>Dave's cave/We're going on a bear hunt</i></p> <ul style="list-style-type: none"> • Share creations with others • Begin to explain processes used to create. • Chn to make props to use in role play (river, mud, forest, etc) • Building traps for a bear. • <i>Sculpting:</i> caves for bears • Skills: rolling, squeezing, carving, smoothing it out, balling, pulling and pinching. • Easter cards 	<p>Creating with materials: <u>Book:</u> <i>Flowers to spot/Supertato series</i></p> <ul style="list-style-type: none"> • Share creations with others • Explain processes used to create. • Creating characters out of potatoes • <i>Weaving capes for supertato</i> • Making paper flowers • <i>Observational drawing:</i> Plants and veg (inside) <p>Being imaginative and expressive:</p>	<p>Creating with materials: <u>Book:</u> <i>Matisse's magical trail/The weaver/Minibeasts</i></p> <ul style="list-style-type: none"> • Observational art: insects using chalk and water paint • Making mini beasts using clay and/or junk • Webs for Stanley • Create a bug hotel <p>Being imaginative and expressive:</p> <ul style="list-style-type: none"> • International dances • Humpty Dumpty Rap

	<p>Book: The human body</p> <ul style="list-style-type: none"> • Introduce 'whatever you want to be' space. • Shadow stories. • Stage for performing. 	<ul style="list-style-type: none"> • Nativity performance • Christmas songs 	<p>Being imaginative and expressive:</p> <ul style="list-style-type: none"> • <i>Dancing:</i> Begin to move in time with music (skipping) • <i>Embed</i> 'whatever you want to be space'. 	<p>Being imaginative and expressive:</p> <ul style="list-style-type: none"> • <i>Dancing:</i> Going on a bear hunt song with instruments 	<ul style="list-style-type: none"> • Build a narrative around their potato character 	
RE	<p>God's world</p> <ul style="list-style-type: none"> • God's world • Caring for God's world • God loves us • God made us special 	<p>God's Family</p> <ul style="list-style-type: none"> • The angel came to Mary • Advent • The birth of Jesus • The shepherds visit Jesus <p>Hinduism</p>	<p>Getting to know Jesus</p> <ul style="list-style-type: none"> • Getting to know Jesus • Jesus chooses disciples • Jesus loves children • Jesus works a miracle 	<p>Sorrow and joy</p> <ul style="list-style-type: none"> • Sorrow and joy • Saying sorry • Jesus and Peter • Jesus dies 	<p>New life</p> <ul style="list-style-type: none"> • New life • Jesus is alive • Jesus goes back to heaven • Mary our Mother 	<p>Our church family</p> <ul style="list-style-type: none"> • Our church family • Visit to a church • Sunday, a special day • Sacrament of Baptism <p>Judaism</p>
<p>Cooking</p> <p><i>Maths and writing focus</i></p>	<ul style="list-style-type: none"> • Making smoothies. (<i>write your name</i>) • Pumpkin seed biscuits. (<i>list of ingredients</i>) 	<ul style="list-style-type: none"> • Mince pies (<i>who are you making the mince pie for?</i>) 	<ul style="list-style-type: none"> • Strawberries dipped in melted chocolate (Valentine's day) (<i>A card for someone you love</i>) 	<ul style="list-style-type: none"> • Pancakes • Easter chocolate nests (<i>instructions</i>) 	<ul style="list-style-type: none"> • Pizza – chopping and grating cheese (<i>Draw and label your own super hero</i>) • Fruit salad – chopping (<i>list of fruit</i>) 	<ul style="list-style-type: none"> • Problem solving cake (<i>number bonds up to 5</i>)