

Ingrave Johnstone C of E Primary School Year Group Curriculum Overview

Year Group : RECEPTION			
Subject	Autumn term	Spring Term	Summer Term
English	<p>Overview of knowledge & Skills</p> <p><u>All About Me/People Who Help Us</u> Baseline Assessment Phoneme Sets introduced <i>(2 or 3 new phonemes weekly)</i> Oral Blending</p> <p><u>Snow & Ice (Frozen)</u> Phoneme Sets introduced <i>(2 or 3 new phonemes/digraphs weekly)</i> Introduce cursive letter formation Oral Blending</p>	<p>Overview of knowledge & Skills</p> <p><u>Superheroes</u> Read Write Inc introduced Tricky phonemes, digraphs/trigraphs introduced <i>(2 or 3 new phonemes/digraphs weekly)</i> Oral Blending, Labelling, Introduction to sentence structure.</p> <p><u>Dinosaurs</u> Read Write Inc Tricky phonemes, digraphs/trigraphs introduced <i>(2 or 3 new phonemes/digraphs weekly)</i> Oral Blending, Labelling, Rhyming Captions differentiated sentence structure activities.</p>	<p>Overview of knowledge & Skills</p> <p><u>Growth, plants and mini-beasts</u> Read Write Inc Digraphs, Trigraphs revisited <i>(Bingo Games, Phonic Resources)</i> Oral Blending, Labelling, rhyming, captions and sentence and story structure.</p> <p><u>The Gruffalo</u> Read Write Inc Digraphs, Trigraphs revisited <i>(Bingo Games, Phonic Resources)</i> Oral Blending, Labelling, rhyming, captions and sentence and story structure. Children assessed against ELGs</p>
Maths	<p>Overview of knowledge</p> <p><u>All about me, People who help us</u> Place Value: Numbers to 5 Addition and Subtraction: Sorting Place Value: Comparing groups Addition and Subtraction: Change within 5 Measurement: Time</p> <p><u>Snow & Ice (Frozen)</u> Place Value: Numbers to 5 Addition and Subtraction: Sorting Place Value: Comparing groups Addition and Subtraction: Change within 5 Measurement: Time</p>	<p>Overview of knowledge</p> <p><u>Superheroes</u> Addition and Subtraction: Numbers to 5 Place Value: Numbers to 10 Addition and Subtraction: Addition to 10 Geometry – Shape and Space</p> <p><u>Dinosaurs</u> Addition and Subtraction: Numbers to 5 Place Value: Numbers to 10 Addition and Subtraction: Addition to 10 Geometry – Shape and Space</p>	<p>Overview of knowledge</p> <p><u>Growth, plants and mini-beasts</u> Geometry: Exploring Patterns Addition and Subtraction: count on / back Place Value: numbers to 20 Multiplication and Division: numerical patterns Measurement: measures</p> <p><u>The Gruffalo, plants / recycling</u> Geometry: Exploring Patterns Addition and Subtraction: count on / back Place Value: numbers to 20 Multiplication and Division: numerical patterns Measurement: measures</p>

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Science	Overview of knowledge & skills To comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world. • To talk about some of the things they have observed, such as plants, animals, natural and found objects. • To talk about why things happen and how things work. • To develop an understanding of growth, decay and changes over time. • To show care and concern for living things and the environment To observe the effects of physical activity on their bodies. • To begin to be interested in and describe the texture of things. • To eat a healthy range of foodstuffs and understand a need for variety in food. • To show some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. • To look closely at similarities, differences, patterns and change. • To know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe To know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another.	Overview of knowledge & skills To comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world. • To talk about some of the things they have observed, such as plants, animals, natural and found objects. • To talk about why things happen and how things work. • To develop an understanding of growth, decay and changes over time. • To show care and concern for living things and the environment To observe the effects of physical activity on their bodies. • To begin to be interested in and describe the texture of things. • To eat a healthy range of foodstuffs and understand a need for variety in food. • To show some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. • To look closely at similarities, differences, patterns and change. • To know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe To know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another.	Overview of knowledge & skills To comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world. • To talk about some of the things they have observed, such as plants, animals, natural and found objects. • To talk about why things happen and how things work. • To develop an understanding of growth, decay and changes over time. • To show care and concern for living things and the environment To observe the effects of physical activity on their bodies. • To begin to be interested in and describe the texture of things. • To eat a healthy range of foodstuffs and understand a need for variety in food. • To show understanding that good practices practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. • To look closely at similarities, differences, patterns and change. • To know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe To know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another.

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RE	<u>1st half-term Overview of knowledge</u> <u>Creation and Fall</u> <ul style="list-style-type: none"> Know God is important to Christians. Christians believe God made the world. Know the world is made of land and sea. Creatures were created by God. Church is a Christian place of worship. Harvest is a way to say thank you to God the provider. Christians respects God's name. Christians worship God in many ways – singing, prayer etc 	<u>1st half-term Overview of knowledge</u> <u>Incarnation / Hinduism</u> (continue and complete incarnation from last term) (Hinduism) <ul style="list-style-type: none"> To know there are other world religions. To know that Hinduism is different to Judaism. Listen and recall aspects of Hindu stories, e.g. Rama and Sita. Hindus worship/pray each day - puja. Hindus worship a main God called Brahman. Hindus celebrate Divali. 	<u>1st half-term Overview of knowledge</u> <u>Salvation / Gospel</u> (Complete salvation unit from last term) (Gospel) <ul style="list-style-type: none"> Name and locate the four main Gospels in the Bible. Explain what is meant by 'Good News' in a Christian context. Know how good news can make us feel. Know that god likes to give good things in answer to prayer. Christians thank God for good gifts.
	<u>1st half-term Overview of skills</u> <ul style="list-style-type: none"> Begin to recognise and recall some features (key characters) of religious stories. Begin to recognise forms of religious expression, such as singing. Notice, discuss and record features of the world around us through art.	<u>1st half-term Overview of skills</u> <ul style="list-style-type: none"> Identify other world religions. Recall main features of Hindu stories, characters, moral etc. Recognise key symbols of other regions through art and craft activities. To recognise that religions have festivals to worship and celebrate. 	<u>1st half-term Overview of skills</u> <ul style="list-style-type: none"> Reflect on the theme of good news and what could be considered 'good news' by writing good news cards. Realise that God gives many gifts, consider which are most important and why. Recall features of religious practices (prayer) and consider why people do this.
	<u>2nd half-term Overview of knowledge</u> <u>Judaism / Incarnation (near Christmas)</u> (Judaism) <ul style="list-style-type: none"> To know there are lots of different religions in the world. People have different customs and beliefs. We can learn about important figures such as Noah through stories. Jews worship in a synagogue. A special person in a Jewish community is a Rabbi, a Vicar is a special Christian person. (Incarnation) <ul style="list-style-type: none"> To know that baby Jesus and adult Jesus are the same person. The Nativity story comes from the Bible. Christians share good news about Jesus by singing carols etc. Christians celebrate Jesus' birth on Christmas day. 	<u>2nd half-term Overview of knowledge</u> <u>Hinduism / Salvation</u> (continue and complete Hinduism unit from last term) (Salvation) <ul style="list-style-type: none"> Jesus' followers believe he was the messiah (Christ). The Palm cross is a special symbol. Easter is a religious festival with lots of traditions. Special days are: Ash Wednesday, Maundy Thursday, Good Friday, Easter Sunday. Jesus died for peoples sins. The cross is a symbol of forgiveness. Know the story of the Good Samaritan. Know that Christians should try and help those in need. Know why we have shrove Tuesday and Lent.	<u>2nd half-term Overview of knowledge</u> <u>Pentecost / Islam</u> (Pentecost) <ul style="list-style-type: none"> Jesus didn't leave a physical gift but a spiritual one – The Holy Spirit. Ascension: The disciples waited for the Holy Spirit to arrive , Acts 1:6-11. (Islam) <ul style="list-style-type: none"> Muslims go on a special journey called a Hajj, to a place called Mecca. Muslims worship in a Mosque. Muslims believe Allah's creations are seen in the natural world. Many Muslims wash before prayer – Wudu.

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	<p><u>2nd half-term Overview of skills</u></p> <ul style="list-style-type: none"> • Recognise that different religions have 'special people'. • Know that Mary and Joseph cared for Jesus as a child. • Recall religious stories. • Recognise that people worship in special places. • Create decorations for different religious festivals and customs. • Show knowledge of human growth (baby, toddler, child etc). • Identify key people in a religious story. Recall some traditional religious songs. 	<p><u>2nd half-term Overview of skills</u></p> <ul style="list-style-type: none"> • Retell a significant Christian story through drama. • Recognise that religious symbols are significant and have meaning. • Recognise that Religions have important celebrations and that you can take part in different ways. • Recognise you can pray in different ways. 	<p><u>2nd half-term Overview of skills</u></p> <ul style="list-style-type: none"> • Recall and identify other stories in the Bible where the followers of Jesus had to wait and be patient. • Compare to own experiences of waiting and being patient. • Consider a gift that you could give that is invisible – how would it make the recipient feel? • Relate own journeys to that of a Hajj. • Identify where Mecca is on a map. • Experience visiting Christian and Islamic places of worship – similarities and differences? • Understand that different religions have different customs – Wudu, explain why Muslims do this. • Draw and paint signs of Allah's creation.
Computing	<p><u>Overview of knowledge & skills</u></p> <p><u>Technology:</u></p> <ul style="list-style-type: none"> • Completes a simple program on a computer. • Uses ICT hardware to interact with age-appropriate computer software. <p><u>Early Learning Goal</u></p> <p>Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</p>	<p><u>Overview of knowledge & skills</u></p> <p><u>Technology:</u></p> <ul style="list-style-type: none"> • Completes a simple program on a computer. • Uses ICT hardware to interact with age-appropriate computer software. <p><u>Early Learning Goal</u></p> <p>Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</p>	<p><u>Overview of knowledge & skills</u></p> <p><u>Technology:</u></p> <ul style="list-style-type: none"> • Completes a simple program on a computer. • Uses ICT hardware to interact with age-appropriate computer software. <p><u>Early Learning Goal</u></p> <p>Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</p>

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Music	<p>Overview of knowledge ME (1st Term) MY STORIES (2nd Term)</p> <p><i>Listen and appraise</i></p> <ul style="list-style-type: none"> To recognise the words and actions to 5 nursery rhymes when singing together in a group To know what familiar songs are about. To experiment with different sounds within familiar songs. To know that you can make different sounds with parts of your body, your voice and instruments To begin to say if they like or dislike a piece of music <p><i>Singing</i> To confidently sing or say five songs from memory and sing them in unison.</p>	<p>Overview of knowledge EVERYONE (1st Term) OUR WORLD (2nd Term)</p> <p><i>(Continue with listening and appraising and singing knowledge from term 1)</i></p> <p><i>Playing</i></p> <ul style="list-style-type: none"> To know the names of some of the instruments they are playing. To know there are different instruments from around the world. <p><i>Improvisation</i></p> <ul style="list-style-type: none"> To know that improvisation is when you make up your own songs and moves Everyone can improvise! 	<p>Overview of knowledge BIG BEAR FUNK (1st Term) REFLECT, REWIND & REPLAY (2nd Term)</p> <p><i>(Continue with listening and appraising and singing knowledge, playing and improvisation from term 1 and 2)</i></p> <p><i>Composition</i></p> <ul style="list-style-type: none"> Composing is like writing a story with music. Everyone can compose. <p><i>Performance</i></p> <ul style="list-style-type: none"> A performance is sharing music with other people, called an audience.
	<p>Overview of skills</p> <p><i>Listen and appraise</i></p> <ul style="list-style-type: none"> To join in with familiar songs including the words To create own sounds to familiar songs To be able to clap along to familiar songs with some sense of the pulse <p><i>Singing</i></p> <ul style="list-style-type: none"> To perform familiar songs along with others (act, sing move along) 	<p>Overview of skills <i>(Continue with listening and appraising and singing skills from term 1)</i></p> <p><i>Playing</i></p> <ul style="list-style-type: none"> Treat instruments carefully and with respect. Learn to hit 3 instruments correctly. Listen to and follow simple musical instructions from a leader (start and stop). <p><i>Improvisation</i></p> <ul style="list-style-type: none"> Clap and Improvise – Listen and clap back, then listen and clap your own answer (rhythms of words). To create own sounds to familiar songs. 	<p>Overview of skills <i>(Continue with listening and appraising and singing knowledge, playing and improvisation from term 1 and 2)</i></p> <p><i>Composition</i></p> <ul style="list-style-type: none"> Begin to experiment with different sounds within familiar songs. Begin to make up their own rhythms. Begin to create their own pictures drawings in response to various types of music. <p><i>Performance</i></p> <p>Choose a song they have learnt from the Scheme and perform it. Listen and talk about different music that they like.</p> <p>Develop preferences for forms of expression. Imitate movement in response to music</p>

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History	<p>Overview of knowledge & skills</p> <p>Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p>	<p>Overview of knowledge & skills</p> <p>Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p>	<p>Overview of knowledge & skills</p> <p>Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p>
Geography	<p>Overview of knowledge & skills</p> <p>Children know about similarities and differences in relation to places. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of their environment and explain why some things occur, and talk about changes. They look closely at similarities, differences, patterns and change.</p>	<p>Overview of knowledge & skills</p> <p>Children know about similarities and differences in relation to places. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of their environment and explain why some things occur, and talk about changes. They look closely at similarities, differences, patterns and change.</p>	<p>Overview of knowledge & skills</p> <p>Children know about similarities and differences in relation to places. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of their environment and explain why some things occur, and talk about changes. They look closely at similarities, differences, patterns and change.</p>

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Art	<p><u>Overview of knowledge & Skills</u> Focus: Drawing (pencil, charcoal, inks, chalk, pastels, ICT software) Colour (painting, ink, dye, textiles, pencils, crayon, pastels)</p> <p>Begin to use a variety of drawing tools – Use drawings to tell a story Investigate different lines – Explore different textures Encourage accurate drawings of people Experimenting with and using primary colours – Naming – mixing (not formal) – Learn the names of different tools that bring colour – Use a range of tools to make coloured marks on paper</p>	<p><u>Overview of knowledge & skills</u> Texture (textiles, clay, sand, plaster, stone) Form (3D work, clay, dough, boxes, wire, paper sculpture, mod roc)</p> <p>Handling, manipulating and enjoying using materials – Sensory experience – Simple collages – simple weaving</p> <p>Handling, feeling, enjoying and manipulating materials – Constructing – Building and destroying – Shape and model</p>	<p><u>Overview of knowledge & skills</u> Printing (found materials, fruit/veg, wood blocks, press print, lino, string) Pattern (paint, pencil, textiles, clay, printing)</p> <p>Rubbings – Print with variety of objects – Print with block colours – repeating patterns – irregular painting patterns – Simple symmetry</p>
Design Technology	<p><u>Overview of knowledge & skills</u> 1st half-term - All about me (The Senses) / People who help us 2nd half-term – Snow & Ice / Frozen</p> <p><u>Activities.</u> Design Animal homes - Junk Modelling / collage / practical construction resources. Design & create – Christmas cards Free-play – design and construction using a variety of materials. SENSES - To examine and discuss the</p>	<p><u>Overview of knowledge & skills</u> 1st half-term – Superheroes 2nd half-term – dinosaurs</p> <p><u>Activities</u> Child Initiated – junk / construction models To design a Superhero and their special powers. To design an outfit for their Superhero.</p>	<p><u>Overview of knowledge & skills</u> 1st halfterm Mini-beasts. Growth & Plants Chick incubation activity. Gardening - growing vegetables and fruit. 2nd halfterm The Gruffalo & the books of Julia Donaldson.</p> <p><u>Activities</u> Child Initiated – junk / construction models To design a home for a chick. To list products needed for gardening. To design seed packets. Look after the environment posters. To select/ organise gardening ideas</p>

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	<p>importance of a variety of healthy foods.</p> <p>To access to a wide range of visual and audio materials such as books, poems, music, photographs and other creative materials/stimulus to ignite their interest</p> <p>To explore characteristics of everyday objects, shapes and materials.</p> <p>To know about similarities and differences in relation to places, objects, materials and living things.</p> <p>To begin to know the importance for good health of physical exercise and a healthy diet, and talk about ways to keep healthy and safe.</p> <p>Children recognise and experience a range of media and technology. (They select and use technology for particular purposes.)</p> <p>They safely use and explore a variety of materials, tools and techniques.</p>	<p>To design a poster</p> <p>To design a city in collage or practical bricks etc</p> <p>To design an Anti bullying week poster.</p> <p>To access to a wide range of visual and audio materials such as books, poems, music, photographs and other creative materials/stimulus to ignite their interest</p> <p>To explore characteristics of everyday objects, shapes and materials.</p> <p>To know about similarities and differences in relation to places, objects, materials and living things.</p> <p>To begin to know the importance for good health of physical exercise and a healthy diet, and talk about ways to keep healthy and safe.</p> <p>Children recognise and experience a range of media and technology. (They select and use technology for particular purposes.)</p> <p>They safely use and explore a variety of materials, tools and techniques.</p>	<p>and resources.</p> <p>To plan and design a journey story map</p> <p>ELG2 Children follow instructions involving several ideas or actions. ELG4 Children handle equipment and tools effectively. ELG6 Children are confident about trying new activities, and say why they like some activities more than others. They say when they do or do not need help. ELG12 They recognise, create and describe patterns. ELG14 They make observations and/or representations of animals, plants and objects. ELG15 Children explore and play with a wide range of media and materials. Children have opportunities and encouragement to share and develop their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology. ELG16 Children explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>ELG17 Children use what they have learnt about media and materials in original ways, thinking about uses and purposes .Children represent their own ideas, thoughts and feelings through design and technology. Children begin to evaluate existing products, their own work and that of others.</p> <p><u>Characteristics of Effective Learning</u></p> <p>Children are willing to have a go • are involved and concentrating • have their own ideas • choose ways to do things • find new ways of doing things • enjoy achieving what they set out to do.</p>
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PE	<p>Overview of knowledge <u>Focus on using bean bags</u> 'Primary Games, Reception and Key Stage 1', Val Sabin. <u>Unit 1</u> Moving and handling: I know that tools, objects, construction and malleable materials need to be used safely. Health and self-care: I understand the need for a variety in food. I show some understanding that good practices with regards to exercise, eating, sleeping and hygiene can contribute to good health. I show an understanding of the need for safety when tackling new challenges, and consider and manage some risks. I show an understanding of how to transport and store equipment safely.</p>	<p>Overview of knowledge <u>Dance</u> 'Primary Dance, Reception and Key Stage 1', Val Sabin. <u>Units: 1, 2, 3, 4</u> Moving and handling: I know that objects need to be used safely. Health and self-care: I understand the need for a variety in food. I show some understanding that good practices with regards to exercise, eating, sleeping and hygiene can contribute to good health. I show an understanding of the need for safety when tackling new challenges, and consider and manage some risks. I show an understanding of how to transport and store equipment safely.</p>	<p>Overview of knowledge <u>Focus on using hoops and quoits</u> 'Primary Games, Reception and Key Stage 1', Val Sabin. <u>Unit 3</u> Moving and handling: I know that tools, objects, construction and malleable materials need to be used safely. Health and self-care: I understand the need for a variety in food. I show some understanding that good practices with regards to exercise, eating, sleeping and hygiene can contribute to good health. I show an understanding of the need for safety when tackling new challenges, and consider and manage some risks. I show an understanding of how to transport and store equipment safely.</p>
	<p>Overview of skills <u>Focus on using bean bags</u> 'Primary Games, Reception and Key Stage 1', Val Sabin. <u>Unit 1</u> Moving and handling: I experiment with different ways of moving. I can negotiate space successfully, adjusting speed or changing direction. I can travel with confidence and skill. I can show increasing control over an object in pushing, patting, throwing, catching or kicking it. I can handle objects safely and with increasing control. I show a preference for a dominant hand. Health and self-care: I practise some appropriate safety measures without direct supervision.</p>	<p>Overview of skills <u>Dance</u> 'Primary Dance, Reception and Key Stage 1', Val Sabin. <u>Units: 1, 2, 3, 4</u> Moving and handling: I can experiment with different ways of moving. I can negotiate space successfully, adjusting speed or changing direction. I can travel with confidence and skill. I can begin to use anticlockwise movement and trace vertical lines. Health and self-care: I practise some appropriate safety measures without direct supervision.</p>	<p>Overview of skills <u>Focus on using hoops and quoits</u> 'Primary Games, Reception and Key Stage 1', Val Sabin. <u>Unit 3</u> Moving and handling: I experiment with different ways of moving: Walking, jogging and running. I can negotiate space, adjusting speed or changing direction. I can travel with confidence and skill. I can show increasing control over an object in pushing, patting, throwing, catching or kicking it. I show a preference for a dominant hand. Health and self-care: I practise some appropriate safety measures without direct supervision.</p>

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	<p>2nd half-term Overview of knowledge <u>Gymnastics</u> ‘Primary School Gymnastics, Reception and Key Stage 1’, Val Sabin. Units: Introductory Unit, A, B and C Moving and handling: I know that objects need to be used safely. Health and self-care: I understand the need for a variety in food. I show some understanding that good practices with regards to exercise, eating, sleeping and hygiene can contribute to good health. I show an understanding of the need for safety when tackling new challenges, and consider and manage some risks. I show an understanding of how to transport and store equipment safely.</p> <hr/> <p>2nd half-term Overview of skills <u>Gymnastics</u> ‘Primary School Gymnastics, Reception and Key Stage 1’, Val Sabin. Units: Introductory Unit, A, B and C Moving and handling: I can jump off an object and land appropriately. I experiment with different ways of moving. I can negotiate space successfully, adjusting speed or changing direction. I can travel with confidence and skill around, under, over and through balancing and climbing equipment. Health and self-care: I practise some appropriate safety measures without direct supervision.</p>	<p>2nd half-term Overview of knowledge <u>Focus on using a ball</u> ‘Primary Games, Reception and Key Stage 1’, Val Sabin. <u>Unit 2</u> Moving and handling: I know that tools, objects, construction and malleable materials need to be used safely. Health and self-care: I understand the need for a variety in food. I show some understanding that good practices with regards to exercise, eating, sleeping and hygiene can contribute to good health. I show an understanding of the need for safety when tackling new challenges, and consider and manage some risks. I show an understanding of how to transport and store equipment safely.</p> <hr/> <p>2nd half-term Overview of skills <u>Focus on using a ball</u> ‘Primary Games, Reception and Key Stage 1’, Val Sabin. <u>Unit 2</u> Moving and handling: I experiment with different ways of moving: walking, jogging and running. I can negotiate space successfully, adjusting speed or changing direction. I can travel with confidence and skill. I can show increasing control over an object in pushing, patting, throwing, catching or kicking it. I show a preference for a dominant hand. Health and self-care: I practise some appropriate safety measures without direct supervision.</p>	<p>2nd half-term Overview of knowledge <u>Focus on using hoops and quoits</u> ‘Primary Games, Reception and Key Stage 1’, Val Sabin. <u>Unit 3</u> Moving and handling: I experiment with different ways of moving: Walking, jogging and running. I can negotiate space, adjusting speed or changing direction. I can travel with confidence and skill. I can show increasing control over an object in pushing, patting, throwing, catching or kicking it. I show a preference for a dominant hand. Health and self-care: I practise some appropriate safety measures without direct supervision.</p> <hr/> <p>2nd half-term Overview of skills <u>Focus on using ropes, bats and balls</u> ‘Primary Games, Reception and Key Stage 1’, Val Sabin. Unit 4 Moving and handling: I know that tools, objects, construction and malleable materials need to be used safely. Health and self-care: I understand the need for a variety in food. I show some understanding that good practices with regards to exercise, eating, sleeping and hygiene can contribute to good health. I show an understanding of the need for safety when tackling new challenges, and consider and manage some risks. I show an understanding of how to transport and store equipment safely.</p>
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SUBJECT	Autumn Term	Spring Term	Summer Term
PSHE	<p>Overview of knowledge & skills <u>Living in the wider world</u> <u>Self-confidence and self-awareness:</u> select and use activities and resources with help, welcome and value praise for what they have done, enjoy the responsibility of carrying out small tasks, be more outgoing towards unfamiliar people and more confident in new social situations, be confident talking to other children when playing and communicate freely about own home and community, show confidence in asking adults for help.</p>	<p>Overview of knowledge & skills <u>Relationships</u> <u>Making relationships:</u> play in a group, extending and elaborating play ideas e.g. building up a role play activity with other children, initiate play offering cues for peers to join them, keep play going by responding to what others are saying or doing, demonstrate friendly behaviour initiating conversations and forming good relationships with peers and familiar adults, understand that own actions affect other people, be aware of boundaries set and of behavioural expectations in the setting, begin to be able to negotiate and solve problems without aggression, play co-operatively taking turns, take account of one another's ideas about how to organise their activity, show sensitivity to others' needs and feelings and form positive relationships with adults and other children. <u>People and communities:</u> show interest in the lives of people who are familiar to them, remember and talk about significant events in their own experiences, recognise and describe special times or events for family or friends, show interest in different occupations and ways of life, know some of the things that make them unique and talk about some of the similarities and differences in relation to friends or family.</p>	<p>Overview of knowledge & skills <u>Health & Well-being</u> <u>Health and self-care:</u> tell adults when hungry or tired or when they want to rest or play, gain more bowel and bladder control and attend to toileting needs most of the time themselves, manage washing and drying hands, dress with help.</p>
	<p><u>Self-confidence and self-awareness:</u> be confident to speak to others about own needs, wants, interests and opinions, to describe self in positive terms and talk about abilities, be confident to try new activities and say why they like some activities more than others, confident to</p>	<p><u>Managing feelings and behaviour:</u> be aware of own feelings and know that some actions and words can hurt others' feelings, begin to accept the needs of others and to take turns and share resources sometimes with support from others, usually tolerate delay when needs are not immediately met and understand wishes may not always be met, usually adapt behaviour to different events, social situations and changes in routines, explain own knowledge and</p>	<p><u>Health and self-care:</u> eat a healthy range of foodstuffs and understand a need for variety in food, be dry and clean during the day, show some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health, show understanding of the need for</p>

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	<p> speak in a familiar group, talking about ideas and choose resources for chosen activities, say when they do and don't need help. </p>	<p> understanding and ask appropriate questions of others, take steps to resolve conflicts with other children e.g. finding a compromise, talk about how they and others show feelings, talk about their own and others' behaviour and its consequences and know that some behaviour is unacceptable, work as part of a group or class and understand and follow the rules, adjust behaviour to different situations and take changes of routine into their stride. </p>	<p> safety when tackling new challenges and consider and manage some risks, practice some appropriate safety measures without direct supervision, know the importance of good health of physical exercise and healthy diet and talk about ways to keep healthy and safe. </p>
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