



St Robert Southwell Catholic Primary School
Aiming for Excellence - Being the Best We Can Be

| EYFS | Autumn 1 | | Autumn 2 | | Spring 1 | | Spring 2 | | Summer 1 | | Summer 2 | |
|---|---|--|--|--|--|--|---|---|--|--|---|---|
| Events/themes | Black history month | | Anti-bullying week | | Healthy living | | STEM | | Earth Month | | Italian week | |
| | Nursery Welcome Settling - Baseline You Choose The Little Red hen The Gingerbread Man | Reception <u>People Who Help Us</u> <i>Baseline Families</i> <i>People Who help us: Doctors, Firefighters, Police, Teachers</i> | Nursery Surprises Meg and Mog Owl Babies Stick Man Naughty Bus | Reception <u>Traditional Tales</u> <i>Little Red Riding Hood</i> <i>3 Little Pigs</i> <i>3 Billy Goats Gruff</i> <i>Goldilocks and the 3 bears</i> | Nursery <u>Sue Hendra Stories</u> Supertato Barry the Fish with Fingers Keith the Cat with the Magic Hat | Reception <u>Pirates</u> The Pirates Next Door 10 Little Pirates Pirates Non Fiction | Nursery <u>Heroes, Monsters and Aliens</u> Aliens love underpants Spider Sandwiches Ten Little Superheroes | Reception <u>Space and Transport</u> <i>Man on the Moon</i> Whatever Next 100 Decker Bus | Nursery <u>Adventures</u> We're Going on a Bear Hunt How to Find Gold Rosie's Walk | Reception <u>Minibeasts and Growing</u> <i>The Very Hungry Caterpillar</i> <i>Bumble Bear</i> <i>Yucky Worms</i> <i>Jack and the Beanstalk</i> | Nursery <u>Animals</u> Brown Bear, Brown Bear Dear Zoo What the Ladybird Heard Ten in a Bed | Reception <u>The Ocean</u> <i>Where's the Starfish?</i> <i>A Hole in the Bottom of the Sea</i> <i>Somebody Swallowed Stanley</i> |
| Experience entitlement | Learn to work as part of a team | Nursery Rhyme Assembly Trip to the Cinema | Autumn walk | Trip to the Theatre Christmas Nativity | Sound walk | Trip to the Library | Spring walk | Trip to Transport Museum | Fun with bubbles | Trip to the Welsh Harp | Trip to Beckonscot Model Village | Trip to Sea Life Centre Visit the Church |
| RE | God's Wonderful World | God's World | My Family | God's Family | The Holy Family | Getting to know Jesus | Good Friends | Sorrow and Joy | New Life | New Life | Our Church Family | Our Church Family |
| Communication and language development | Talking about themselves and their families Getting to know the staff Getting to know the children Sharing shrine boxes Role play: The Home | Listens and responds Use language to imagine and recreate roles Explore with sounds directionality Roleplay: Doctors Surgery | Talk to each other and respond Listen to and join in with stories Role play: The Home | Enjoy using language Listen attentively Character and sequence in stories Roleplay: Construction Site | Build up their vocabulary Join in with stories Talk about settings and characters Listen to respond in role play Role play: The Supermarket | Respond to stories etc. Imagine/recreate roles Roleplay: Pirate Ship/Cafe | Listen to and join in with conversations Anticipate key events in stories Role play: Superhero Den | Character and sequence in stories Roleplay: Space Station | Begin to use more complex sentences. Begin to understand and use prepositions. Role play: Equipment for adventures | Respond to stories etc. Imagine/recreate roles Roleplay: Garden Centre | Use talk to connect ideas. Listens to stories with increasing recall. Role play: A Zoo A Vets | Use talk to organise thoughts and ideas. Roleplay: Under the Sea |
| Physical development | Exploring mark making using a range of materials Exploring the Nursery climbing equipment Baseline – fine and gross motor control | Keeping healthy Describe change after being active Use small and large equipment Move with control and coordination Awareness of space Letter Formation | Exploring mark making using a range of materials Exploring the Nursery climbing equipment Using scissors to make snips | Awareness of space Use small and large equipment Move with confidence and imagination Letter Formation | Can copy some letters from name Using scissors to cut tape and string Draws lines and circles Explores movement in different ways | Travel around, under, over, through Awareness of space Use small and large equipment Letter Formation | Can copy some letters from name Using scissors to cut lines and shapes Draws lines and circles Explores movement in different ways | Move with confidence and imagination Use small and large equipment Handle materials with safety and control Letter Formation | Begins to form recognisable letters Using scissors with correct grip and good control Draws shapes to enclose and form objects | Use small and large equipment Handle materials with safety and control Move with control and coordination Letter Formation | Writes captions and labels Using scissors with correct grip and good control Draws shapes to enclose and form objects Explores movement in different ways | Travel around, under, over, through Use small and large equipment Awareness of space Letter Formation |
| Personal, social & emotional development | Settling Becoming familiar with their environment and each other Finding out about Nursery rules and routines | Relationships Dress/undress Follow rules awareness of own needs Select and use resources independently | Select and use resources independently Welcomes praise Begins to share Begins to follow rules and routines | Respect cultures Treat people with respect Expect respect from Others | Building relationships Making friends Respect for themselves and others | Motivation to learn Try new activities Use and select resources independently | Developing relationships Developing friendships Respect for themselves and others | Right and wrong Consequences of actions Select activities Use resources independently | Be aware of others Understand how to be a good friend Know how to behave in school | Right and wrong Consequences of actions Select activities Use resources independently | Be aware of others Understand how to be a good friend Know how to behave in school | Show feelings Develop concentration Select activities - use resources independently |
| Literacy | Exploring mark making Giving meaning to their marks Holds book the correct way up and turns pages Focus: Initial picture for baseline Initial name writing for baseline | Names Labels Linking sounds with letters <i>Writing for a purpose</i> Focus: <i>Name Writing</i> <i>Drawing and labelling family members</i> <i>Writing a speech Bubble</i> Set 1 RWI Phonics | Exploring mark making Giving meaning to their marks Looks at books and handles books carefully Focus: Meg and Mog spell using writing patterns, introducing lines and circles Owl Babies speech bubbles Stick Man rhythm and rhyme Naughty Bus story structure Letter of the week – set 1 RWI Phonics | Linking sounds to letters Form letters with care Hear and initial and final sounds in words Sequence stories <i>Writing for a purpose</i> Focus: Name Writing Writing a Character Description Designing and Labelling a New home Sorry Card Set 1 RWI Phonics | Exploring mark making Giving meaning to their marks Learn to draw lines and circles Focus: Story maps Writing patterns Cvc noisy words Captions and labels Letter of the week – set 1 RWI Phonics | Initial and final sounds CVC words Rhyme <i>Writing for a purpose</i> Focus: Pirate Café Menu Writing Pirate Fact Book Speech Bubbles/Comic Strip Set 2 RWI Phonics | Exploring mark making Giving meaning to their marks Name writing Focus: Speech bubbles Yucky recipe Superhero poster Letter of the week – set 1 RWI Phonics | Extend vocabulary through retelling Use phonic knowledge to Spell simple words and write simple captions Focus: Moon Fact Book My Rocket fact file Comic Strip Set 2 RWI Phonics | Exploring mark making Giving meaning to their marks Gives meaning to marks they see in different places Rhythm and rhyme Focus: Story maps Cvc words and noisy words Labels and captions Letter of the week – set 1 RWI Phonics | Use phonics to spell Write simple sentences Read and write high frequency words Focus: Story Writing Bean Diary Set 2/3 RWI Phonics | Exploring mark making Giving meaning to their marks Gives meaning to marks they see in different places Focus: Name writing Lift the flap book Story map Captions and labels Make a non-fiction class book about animals Letter of the week – set 1 RWI Phonics | Use phonics to spell words and write sentences. Use our Phonic knowledge to read our own work out aloud. Read and write high frequency words Focus: Instructions Ocean fact book Set 2/3 RWI Phonics |
| Maths | Baseline Maths Colours | Numbers to 5 Sorting Comparing groups | Shape and Space Construction with shape | Comparing groups Change within 5 Time | Number of the week 0 to 5 Know anything can be counted | Numbers 0 5 Number 10 | Number of the week 6 to 10 Knows and understands the total in a set | Addition to 10 Shape and Space | Understand and use prepositions Numbers to 10 same/adding/ taking away/total | Exploring patterns Count on and back Numbers to 20 | Consolidation of 10 Separates a group in different ways Ten in a bed- take away | Numbers to 20 Numerical patterns Measure |
| Understanding of the world | Enjoys playing with small world toys In pretend play shows interest in imitating actions from their family and cultural background Use ICT to support learning Scientific enquiry: Bubbles | Use senses to investigate Describe change after being active Look at similarities, differences, patterns and change Use ICT to support learning Scientific enquiry: Senses | Shows interest in the lives of people who are familiar to them Use ICT to support learning Scientific enquiry: Use our senses | Past and present Know about own and others' cultures Use ICT to support learning Building Houses Scientific enquiry: Materials | Show interest in different occupations and ways of life Use ICT to support learning Scientific enquiry: Healthy living | Ask why things happen and how things work Use ICT to support learning Scientific enquiry: Freezing and Melting | Recognises and describes special times with family and friends Talk about things they have observed Use ICT to support learning Scientific enquiry: Signs of Spring | Look at similarities, differences, patterns and change Ask why things happen and how things work Use ICT to support learning Scientific enquiry: Floating and Sinking | Develop an understanding of Growth, decay and changes over time Know what makes them unique Use ICT to support learning Scientific enquiry: Growing cress | Build and construct and adapt work Select tools and techniques Ask why things happen and how things work Find out about local environment Scientific enquiry: Lifecycle of a caterpillar | Show care and concern for living things Ask questions about the natural world Use ICT to support learning Scientific enquiry: Animals Animal to visit | Identify features in the natural world and the ocean Find out about local environment Ask why things happen and how things work Scientific enquiry: Cooking and experimenting. |
| Expressive arts & design | Explore mark making/sounds Sing Nursery rhymes Explore textures and colours Explore movement Explore construction | Explore 2D/3D art Explore sounds and sing familiar rhymes and songs Respond to senses creatively | Explore mark making/sounds DT - Making kites Explore textures and colours Explore movement Explore construction | Explore 2D/3D art Making houses Recognise musical patterns and sing songs Express ideas creatively | Andy Goldsworthy Sculpture Junk modelling Learn and sing songs Create movement to music Role play linked to interests | Jackson Pollock Art Explore 2D/3D art Move to music and sing songs Use imagination creatively | Andy Goldsworthy Sculpture Junk modelling Learn and sing songs Create movement to music Role play linked to interests | Explore 2D/3D art Recognise musical patterns and sing songs Express ideas creatively | Yayoi Kasama – Pattern Make up role play scenarios in groups Explore movement, sound, colour, texture | Explore 2D/3D art Move to music and sing songs Respond to senses creatively | Use lines enclosures to represent shapes and objects Develop and enhance construction | Explore 2D/3D art Explore sounds and sing songs Use imagination creatively |

Following Jesus' footsteps and inspired by St. Robert Southwell we work hard, aim high and treat everyone with honesty and gentleness.