Reception
Medium Term Plan

The Holy Spirit Catholic Multi Academy

Prime & Specific Areas

Communication and Language (CL)

(Whole EYFS Focus – C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions, assemblies and weekly interventions)

DAILY STORY TIME

Please see Morris and Simmonds for Knowledge and Skills used in planning

The development of children's spoken language underpins all seven areas of learning and development. Children's **back-and-forth interactions** from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a **language-rich environment** is crucial. By commenting on what children are interested in or doing, and echoing back what they say with **new vocabulary added**, practitioners will build children's language effectively. **Reading frequently to children**, and **engaging them actively in stories**, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and **embed new words in a range of contexts,** will give children the opportunity to thrive. Through **conversation, story-telling and role play**, where children **share their ideas** with support and **modelling** from their teacher, children become comfortable using **rich range of vocabulary & language structures.**

Autumn	Spring	Summer
Welcomm Screenings on identified children **Drama Tots** I can sit, look and listen. I can respond appropriately to other people's ideas. I can build on other people's ideas using speech during play. I can speak using simple sentences. I can initiate conversations with others. I can speak clearly. I can use new words. I can use the 'right' voice (outside voice, classroom voice). I can take turns to talk.	**Welcomm Assessments on identified children** **Drama Tots** I can predict and retell. I can ask questions. I can join in, retell, discuss and answer questions about a story. I can use tier 3 vocabulary in play when supported by an adult. I can regularly use tier 2 words during everyday conversations. I can use 'and' and 'because' in my sentences. I can maintain attention and conversation for extended periods of time. I can continue a conversation in a small group of 2 or 3 by turn-taking, waiting until someone else has finished and listening to others. I can say how I feel.	**Welcomm Assessments on identified children** **Drama Tots** I can use past, present and future forms correctly. I can create stories by linking ideas together through play. I can explain ideas and events past and future. I can use tier 2 words and some tier 3 words (new words) during role play situations and in my everyday language interactions. I can understand and answer questions. I can show an awareness of the listeners' needs, feelings and react to this. I can speak in sentences sometimes using connectives to extend speech.

Area of Learning:	All about Me!	People who Help us...	Our Wonderful World!	Come Outside...	Ticket to Ride...	Fun at the Seaside!
Personal, Social and Emotional (PSED) **Please see Morris and Simmonds for Knowledge and Skills used in planning**	Children's personal, social and emotional development (PSED) is **crucial for children to lead healthy and happy lives**, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that **shape their social world**. Strong, warm and supportive relationships with adults enable children to learn how to **understand their own feelings and those of others**. Children should be supported to **manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist** and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn **how to look after their bodies, including healthy eating**, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which **children can achieve at school and in later life.**					
	Confidence and Self Awareness New Beginnings See themselves as a valuable individual. Being me in my world Class Rules and Routines Supporting children to build relationships Dreams and Goals	**Making friendships Sharing and taking turns** Getting on and falling out. How to deal with anger Emotions Self - Confidence Build constructive and respectful relationships. Ask children to explain to others how they thought about a problem or an emotion and how they dealt with it.	**Self-Regulation** Good to be me Feelings Learning about qualities and differences Celebrating differences Identify and moderate their own feelings socially and emotionally. Encourage them to think about their own feelings and those of others by giving explicit examples of how others might feel in particular scenarios	**Co-operating and group roles** Relationships What makes a good friend? Healthy me Random acts of Kindness Looking after pets Looking After our Planet Give children strategies for staying calm in the face of frustration. Talk them through why we take turns, wait politely, tidy up after ourselves and so on	**Dealing with conflict** Looking after others Friendships Dreams and Goals Show resilience and perseverance in the face of challenge. Discuss why we take turns, wait politely, tidy up after ourselves and so on.	**Transitions** Taking part in sports day - Winning and loosing Changing me Look how far I've come! Model positive behaviour and highlight exemplary behaviour of children in class, narrating what was kind and considerate about the behaviour.

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Physical Development (PD) **Gross Motor** **Please see Morris and Simmonds for Knowledge and Skill used in planning**	Physical activity is **vital** in children's all-round development, enabling them to **pursue happy, healthy and active lives**. Gross and fine motor experiences develop incrementally throughout early childhood, starting with **sensory explorations** and the development of a **child's strength, co-ordination and positional awareness** through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their **core strength, stability, balance, spatial awareness**, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. **Fine motor control and precision helps with hand-eye co-ordination**, which is later linked to **early literacy**. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop **proficiency, control and confidence**.					
	Cooperation games i.e. parachute games. Climbing – outdoor equipment Explore different ways of moving Help individual children to develop good personal hygiene. Provide regular reminders about thorough handwashing and toileting.	Ball skills- throwing and catching. Crates play for climbing. Skipping ropes in outside area dance related activities Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes	Ball skills- aiming, dribbling, pushing, throwing & catching, patting, or kicking Ensure that spaces are accessible to children with varying confidence levels, skills and needs. Provide a wide range of activities to support a broad range of abilities. Dance / moving to music Gymnastics/ Balance	Balance - children moving with confidence Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Use picture books and other resources to explain the importance of the different aspects of a healthy lifestyle.	Obstacle activities children moving over, under, through and around equipment Encourage children to be highly active and get out of breath several times every day. Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Dance / moving to music	Races / team games involving gross motor movements Dance related activities Gymnastics / Balance

Fine Motor **All children have opportunities in the provision for: threading, cutting, weaving, playdough, fine motor activities.** **Continuously check the process of children's handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed.**	Baseline I can draw lines and circles using gross motor movements I can hold a pencil/paint brush beyond whole hand grasp	Pen Disco I can use tools to effect changes to materials. Show preference for dominant hand I can cut along a straight line with scissors / I can start to cut along a curved line, like a cicle	Pen Disco I can hold small items / button clothing / zips I can draw pictures that are recognisable I can build things with small / large linking blocks, such as Duplo or Lego	Pen Disco I can handle tools, objects, construction and malleable materials with increasing control	Pen Disco I can continue to develop pencil grip and letter formation	Pen Disco I can form recognisable letters, most of which are correctly formed
Area of Learning:	**All about Me!**	**People who Help us...**	**Our Wonderful World!**	**Come Outside...**	**Ticket to Ride...**	**Fun at the Seaside!**
Literacy **Please see Morris and Simmonds for Knowledge and Skill used in planning**	It is crucial for children to develop a **life-long love of reading**. Reading consists of two dimensions: **language comprehension and word reading**. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and **enjoy rhymes, poems and songs together**. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (**decoding**) and the **speedy recognition of familiar printed words**. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)					
Comprehension: **(developing a passion for reading)**	**Comprehension:** Joining in with rhymes and showing an interest in stories with repeated refrains. Environment print. Having a favourite story/rhyme. Understand the five key concepts about		**Comprehension:** Information leaflets about animals in the garden/plants and growing. Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. World Book Day		**Comprehension** : Stories from other cultures and traditions Retell a story with actions and / or picture prompts as part of a group - Use story language when acting out a narrative.	

Word Reading: **(Monster Phonics)**	print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book Sequencing familiar stories through the use of pictures to tell the story. Recognising initial sounds. Name writing activities. Engage in extended conversations about stories, learning new vocabulary. **Phonic Sounds:** Monster Phonics initial sounds + ng, nk, ch, sh, th, whole class **Reading:** Initial sounds, oral blending, CVC sounds, reciting known stories, listening to stories with attention and recall. Help children to read the sounds speedily to make sound-blending easier. Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge Blending CVC sounds, rhyming, alliteration, knows that print is read from left to right. Spotting diagraphs in words.	Timeline of how plants grow. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. They develop their own narratives and explanations by connecting ideas or events Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. Read a few common exception words matched to Monster Phonics. **Phonic Sounds:** Monster Phonics digraphs: oo, ar, oo, ow, ee, ur, ai, or, oa, er, igh, air, oi, ear, ure, **Reading:** Rhyming strings, common theme in traditional tales, identifying characters and settings. Provide opportunities for children to read words containing familiar digraphs from phonics sessions (Phonics area): 'moon', 'farm', 'brown', 'book', 'feet', 'burn', 'rain', 'sort', 'boat', 'night' etc. Story structure-beginning, middle, end. Innovating and retelling stories to an audience, non-fiction books.	Rhyming words. Explain the main events of a story - Can draw pictures of characters/ event / setting in a story. Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions. Understand non-fiction is information. Fiction is story. Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title. **Phonic Sounds:** Monster Phonics: CVCC, CCVC, CVC+ with previously taught digraphs, CCVCC, CVC+ polysyllabic, CCC onset words, HFWs **Reading:** Non-fiction texts, Internal blending, Naming letters of the alphabet. Distinguishing capital letters and lower case letters. Reading simple sentences with fluency. Reading CVCC and CCVC words confidently. End of term assessments Transition work with Year 1 staff

Writing:	Show children how to touch each finger as they say each sound. For exception words such as 'the' and 'said', help children identify the sound that is tricky to spell. **Composition:** I can tell an adult what I have drawn or painted. I can ascribe meaning to the marks I make. I am beginning to orally rehearse what I want to write. I can create representations of people. **Writing:** I can hold a pencil using a tripod grip. I am beginning to form letters and digits 0-5 correctly, starting and finishing in the right place. I can write my name. I can hear and write initial sounds in words. I can use my phonic knowledge to write CVC words correctly, hearing most initial, middle and final sounds.	Listen to children read some longer words made up of letter-sound correspondences they know: 'rabbit', 'himself', 'jumping'. **Composition:** I can use some identifiable letters to communicate meaning and use them to write captions, labels and simple sentences. I can rehearse what I write orally before writing it down. **Writing:** I can form letters and digits 0-10 correctly, starting and finishing in the right place. I can write the tricky words: I, the, go, to, into, no I can use my phonic knowledge to write CVC words. I am beginning to use finger spaces between words. Most words I write will be spelt phonetically plausibly. I can write simple lists, labels and captions. I can write meaningful sentences (e.g. sentence matches the image).	**Composition:** I can sequence sentences to form a short, simple narrative. I can read back my sentence to check it makes sense. I can discuss my writing with an adult / peer. I can read aloud my writing clearly to an adult / peer. **Writing:** I can form letters in the correct direction and sitting on the line. I can write the tricky words: he, she, we, me, be, was, you, are, her, all, they, my. I can use my phonic knowledge to write words containing digraphs such as sh, th, ch. I can use capital letters and full stops to punctuate sentences. I can use finger spaces between words. I can read my sentence to an adult and the adult can read it without me. I am building up stamina, writing two or more sentences regularly.

Possible texts and writing opportunities	All about Me!	People who help us...	Our Wonderful World!	Come Outside...	Ticket to Ride...	Fun at the Seaside!
	Texts as a Stimulus: **Owl Babies** – Oral re-telling, developing a new character, own version narrative **The Colour Monster** - Thought-bubbles, lists, commands.	**Texts as a Stimulus:** **Super Millie and the Super School Day** – letter of encouragement, job application **The Jolly Postman** – letters, captions, labels	**Texts as a Stimulus:** **Lost & Found** – write a list of items for a journey **The Magic Paintbrush** – using own ideas to imagine what they would create with magic paintbrush	**Texts as a Stimulus:** **Hungry Caterpillar** - (Cumulative) Describe foods / adjectives Healthy Foods **The Extraordinary Gardener** - Creating own story maps, writing captions and labels, writing simple sentences. **The Tiny Seed** - Labels and captions, re-telling, writing in role, narrative, letter	**Texts as a Stimulus:** **Handa's Surprise** (Journey story) Retell the story in own words/reverse the journey Describe each animals Writing lists. Writing for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces. Form lower-case and capital letters correctly. Rhyming words. **Look Up…** Space travel; dialogue, diary entry, mini fact file	**Texts as a Stimulus:** **What the Ladybird Heard** – Predictions/ wanted posters/ speech bubbles and editing writing. Beginning to use full stops, capital letters and finger spaces. **My Holiday** – recount Story writing, writing sentences using a range of tricky words that are spelt correctly. Beginning to use full stops, capital letters and finger spaces. Innovation of familiar texts Using familiar texts as a model for writing own stories.

<table>
<tr><td></td><td></td><td></td><td></td><td></td><td></td><td>Character description – Rainbow Fish
Write three sentences – B, M & E.</td></tr>
<tr><td>Area of Learning:</td><td>All about Me!</td><td>People who Help us...</td><td>Our Wonderful World!</td><td>Come Outside...</td><td>Ticket to Ride...</td><td>Fun at the Seaside!</td></tr>
<tr><td rowspan="3">Mathematics

See White Rose LTP</td><td colspan="6">Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.</td></tr>
<tr><td>Autumn 1</td><td>Autumn 2</td><td>Spring 1</td><td>Spring 2</td><td>Summer 1</td><td>Summer 2</td></tr>
<tr><td>Baseline – Getting to Know you
Match sort compare, amounts, size and explore pattern</td><td>Representing, comparing an composition 1,2,3 , circles, triangles, shapes with 4 sides, more, less, night and day, positional language</td><td>Introducing zero, representing, comparing , composition, 6,7,8, making pairs, compare mass and capacity, length and height</td><td>Combining two groups, time, 9&10, comparing, numbers to 10, bonds to 10, 3D shape, pattern</td><td>Counting beyond 10, counting patterns beyond 10,
spatial reasoning, match, rotate, manipulate, add, take away</td><td>Doubling, sharing and grouping, even and odd, patterns and relationships, spatial reasoning, visualise, build and map</td></tr>
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Understanding the World : (UtW) **Science, History, Geography.** **Please see Morris and Simmonds for Knowledge and Skill used in planning**	Understanding the world involves guiding children to **make sense of their physical world and their community**. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.					
	Identifying their family. Commenting on photos of their family; naming who they can see and of what relation they are to them. Can talk about what they do with their family and places they have been with their family. Can draw similarities and make comparisons between other families. Name and describe people who are familiar to them. Read fictional stories about families and start to tell the difference	Trip to our local park (to link with seasons **Autumn**) discuss what we will see on our journey to the park. Can talk about what they have done with their families during Christmas' in the past. Show photos of how Christmas used to be celebrated in the past. Use world maps to show children where some stories are based. Use the Jolly Postman to draw information from a map and begin to	Trip to our local park (to link with seasons **Winter**); discuss what we will see on our journey to the park. Explore different arctic animals (penguins and Polar Bears) by using images, video clips, shared texts and other resources to bring the wider world into the classroom. Explore ice play through touch and sight. Investigate how ice melts and if the size of the ice determines how quickly it melts. Listen to what children say about what they see	Trip to our local park (to link with seasons **Spring**); discuss what we will see on our journey to the park. Introduce the children to recycling and how it can take care of our world. Look at what rubbish can do to our environment and animals. Create opportunities to discuss how we care for the natural world around us. Can children make comments on the weather, culture, clothing, housing. Change in living things – Changes in the leaves, weather,	Use Handa's Surprise to explore a different country. Discuss how they got to school and what mode of transport they used. Introduce the children to a range of transport and where they can be found. Look at the difference between transport in this country and one other country. Encourage the children to make simple comparisons. Use bee-bots on simple maps. Encourage the children to use	Trip to our local park (to link with seasons **Summer**) discuss what we will see on our journey to the park. To understand where dinosaurs are now and begin to understand that they were alive a very long time ago. Learn about what a palaeontologist is and how they explore really old artefacts. Introduce Mary Anning as the first female to find a fossil.

	between real and fiction. Talk about members of their immediate family and community. Navigating around our classroom and outdoor areas. Create treasure hunts to find places/ objects within our learning environment. Introduce children to different occupations and how they use transport to help them in their jobs. Listen out for and make note of children's discussion between themselves regarding their experience of past birthday celebrations. Long ago – How time has changed. Using cameras.	understand why maps are so important to postmen. Share different cultures versions of famous fairy tales. To introduce children to a range of fictional characters and creatures from stories and to begin to differentiate these characters from real people in their lives. Stranger danger (based on Jack and the beanstalk). Talking about occupations and how to identify strangers that can help them when they are in need.	Listen to children describing and commenting on things they have seen whilst outside, including plants and animals. After close observation, draw pictures of the natural world, including animals and plants, particular focus on the natural objects within the park (trees) Recognise how people from other cultures celebrate important events (Chinese New Year) and explore how this is similar/different to our important events. Taste foods from other cultures and compare to food	seasons, Life cycles (butterflies) Explore the world around us and see how it changes as we enter Summer. Provide opportunities for children to note and record the weather. Building a 'Bug Hotel' Draw children's attention to the immediate environment, introducing and modelling new vocabulary where appropriate. Encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them during hands-on experiences.	navigational language. Can children talk about their homes and what there is to do near their homes? Look out for children drawing/painting or constructing their homes. Encourage them to comment on what their home is like. Show photos of the children's homes and encourage them to draw comparisons. Environments – Features of local environment Maps of local area Comparing places on Google Earth – how are they similar/different?	Materials: Floating / Sinking – boat building Metallic / non-metallic objects Seasides long ago – Magic Grandad Share non-fiction texts that offer an insight into contrasting environments. Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play.

			they are familiar with.	Look for children incorporating their understanding of the seasons and weather in their play. Use the BeeBots	Introduce the children to NASA and America. Introduce children to significant figures who have been to space and begin to understand that these events happened before they were born. Can children differentiate between land and water.	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	I can talk about people in my immediate family.	I can recognise that people have different beliefs and celebrate in different ways. I can talk about family traditions.	I can explore materials and comment on their properties. I can explore how things work. I can talk about where I live. I can understand the past through stories	I can talk about different countries in the world. I am learning to describe the features of plants and animals I can understand and describe key features of a lifecycle (Sunflower / Frog / Butterfly)	I can draw and explain a simple map of where I live. I can explain how to care for our environment.	I can show an interest in different occupations.

Area of Learning:	All about Me!	People who Help us...	Our Wonderful World!	Come Outside...	Ticket to Ride...	Fun at the Seaside!
Expressive Arts and Design (EAD) **Please see Morris and Simmonds for Knowledge and Skill used in planning**	The development of children's artistic and cultural awareness supports **their imagination and creativity**. It is important that children have regular opportunities to **engage with the arts**, enabling them to explore and play with a wide range of **media and materials**. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Join in with songs; beginning to mix colours, join in with role play games and use resources available for props; build models using construction equipment. Sing call-and-response songs, so that children can echo phrases of songs you sing. Self-portraits, junk modelling, take picture of children's creations	Use different textures and materials to make houses for the three little pigs and bridges for the Three Billy Goats Listen to music and make their own dances in response. Castle models The use of story maps, props,	Collage penguins: Children will be encouraged to select the tools and techniques they need to assemble materials that they are using Making lanterns, Chinese writing, puppet making, Chinese music and composition	Make different textures; Make patterns using different colours Explore ways to protect the growing of plants by designing scarecrows. Collage-farm animals / Making houses. Pastel drawings, printing patterns on Easter eggs, Life cycles, Flowers-Sun flowers	Design and make rockets. Design and make objects they may need in space, thinking about form and function. Retelling familiar stories Creating outer of space pictures Learn a traditional African song and dance and perform it / Encourage children to create their own music.	Sand pictures / Rainbow fish collages Lighthouse designs Paper plate jellyfish Puppet shows: Provide a wide range of props for play which encourage imagination. Salt dough fossils Water pictures, collage, shading by adding black

	and record them explaining what they did. Julia Donaldson songs Exploring sounds and how they can be changed, tapping out of simple rhythms.	puppets & story bags to encourage children to retell, invent and adapt stories. Role Play Party's and Celebrations Role Play of The Nativity Superhero masks. Firework pictures, Christmas decorations, Christmas cards, Divas, Christmas songs/poems		Mother's Day crafts Easter crafts Home Corner role play Artwork themed around Eric Carle / The Seasons – Art Provide a wide range of props for play which encourage imagination.	Exploration of other countries – dressing up in different costumes. Junk modelling, houses, bridges boats and transport. Provide children with a range of materials for children to construct with.	or white, colour mixing for beach huts, Making passports. Colour mixing – underwater pictures. Father's Day Crafts
	Focus Artists across the year:					

	AndyGoldsworthy **Magical Land Art**	Piet Mondrian **Composition II**	Andrea Realpe **Cherry Blossom Love**	Phoebe Cummings **Sculpture**	Van Gogh, **Sunflowers**	Lucy Poskitt **weaving**
	Music/Drama Opportunities – Charanga!					
	Song Time / Actions Drama Tots **Me!** – explore: growing, homes, colour, toys, how I look	Nativity Performance Drama Tots **Everyone!** – Explore: family, friends, people and music from around the world	Dragon Dancing Drama Tots **Our World** explore: animals, jungle, mini beasts, night and day, sand and water, seaside, seasons, weather, sea, space	May Pole Drama Tots **Big Bear Funk** – A Transition Unit: 1. Listen & Appraise 2. Musical Activities - singing, improvising and playing instruments 3. Perform & Share	Create your own piece of music Drama Tots **React, Rewind and Replay:** Consolidation of learning and contextualising the history of music.	Drama Tots **Present and Perform**
RE – Living and Growing with God **Catholic Virtues:**	**Creation – God's Gift's** Eloquent & truthful	**People who care for us** Curious & active	**Advent** **Christmas** **Baptism** Intentional & Prophetic	**Lent** **Holy Week** **Easter** Grateful and generous	**Pentecost** **People Who Help Us** Attentive & discerning	**Prayer** Compassionate and loving

Assessment **Please see Morris and Simmons for Assessment Focus** **1,2, 3 carried out weekly**	RBA - Statutory Baseline Holistic baseline Reception and use of Pre-School Data from previous settings Screening for Time to Talk Discussion with Parents Writing shapes / PD - Pencil Grip Phonics assessment	Observation Checkpoints PD - Pencil Grip Building Blocks White Rose assessment Phonic assessment Discussion with Parents Autumn Data Drop Observations/book	Observation Checkpoints One Page Profiles PD - Pencil Grip Observations/ Book Phonic assessment	Observation Checkpoints PD - Pencil Grip White Rose Discussion with Parents Spring Data Drop Phonic assessment	Observation Checkpoints One Page Profiles PD - Pencil Grip Assessment - Rec Observations/ Book Look Phonic assessment	Observation Checkpoints PD - Pencil Grip Building Blocks White Rose Assessment Phonic assessment Reports to parents Summer 2 Data Drop