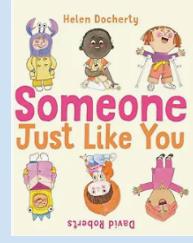
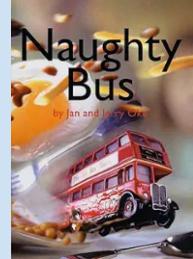
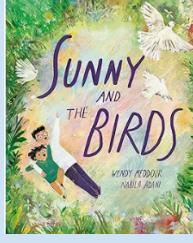
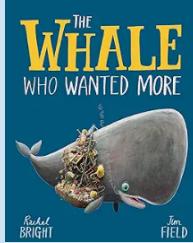


At Our Lady's, we aim to ensure every child has the necessary foundational knowledge and skills for later success. We draw on the research and analysis of the '[Strong foundations in the first years of school](#)' document and ensure all staff have a good understanding of Early Years. Below is an overview of key milestones we aim to achieve. However, our approach will always be '*meeting the children where they are at*' and ensuring our environment and interactions are high quality and tailored to their individual needs.

 <p>Our Lady's Catholic Primary School Reception Long Term Plan</p>  <p>Holy Family Catholic Multi Academy Trust</p>						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
RE	To know some of the ways we care for God's World.	To know the story of Jesus' family and birth.	To know some of the ways Jesus shows his love for us.	To know how Jesus forgave his friend Peter.	To know how Jesus went back to heaven.	To know about key features of the church interior.
English Core Texts	 <p><u>The Gingerbread Man</u> – Mara Alperin</p>	 <p><u>Someone Just Like You</u> – Helen Docherty</p>	 <p><u>Naughty Bus</u> – Jan &amp; Jerry Oke</p>	 <p><u>Sunny and the Birds</u> – Wendy Meddour</p>	 <p><u>The Whale Who Wanted More</u> – Rachel Bright</p>	 <p><u>Supertato</u> – Sue Hendra</p>

<p><b>Personal, Social and Emotional</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Self-Regulation</b></li> <li><input type="checkbox"/> <b>Managing Self</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Building Relationships</b></li> </ul> </li> </ul>	<p>To follow our school rules and routines.</p> <p>To understand we are all special, valuable individuals and to respect other people's thoughts and feelings.</p> <p>To manage their own basic hygiene and personal needs, including dressing for physical activity and going to the toilet independently.</p> <p>To learn about the importance of healthy food choices to grow happy and strong, such as which foods are healthy.</p> <p>To begin to take part in supervised toothbrushing learning about the importance of oral health.</p> <p>To try new activities and develop confidence.</p> <p>To share experiences of baking at home.</p>	<p>To learn to be a good friend.</p> <p>To play cooperatively, taking turns with others and appreciating the perspective of others.</p> <p>To start to take account of one another's ideas when organising their activities.</p> <p>To form positive attachments to adults and friendships with other children.</p> <p>To become more confident trying new activities, and more resilient when they come across a problem.</p> <p>To wait for what they want and control their immediate impulses.</p> <p>To understand how to stay safe when out and about.</p>	<p>To care for others and other living things.</p> <p>To explain how they feel when they achieve a goal.</p> <p>To talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences.</p> <p>To learn how to show forgiveness when someone upsets us. To focus attention on what the teacher is saying even if they are engaged in another activity, ie. listen and do for a short span.</p> <p>To discuss the importance of apologising and forgiveness after an apology.</p> <p>To talk about feeling lonely and scared, as well as how to help others who feel like this.</p>	<p>To show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</p> <p>To learn about the different areas of society to which they belong - family, school, church, etc. To understand the reasons for rules for us all to get along and show they can behave accordingly.</p> <p>To understand who looks after them and what makes them feel special.</p> <p>To understand that everyone has fears and discuss how we can overcome them.</p>	<p>To solve problems and stay friends.</p> <p>To work and play cooperatively and take turns with others.</p> <p>To know what makes a good friend and how to help themselves when they are feeling lonely.</p> <p>To learn techniques to manage their feelings, showing an understanding of their own feelings and those of others.</p> <p>To be able to adjust their behaviour to different situations.</p>	<p>To be able to express how it feels to move from Reception to Year One and talk about any worries they have.</p> <p>To be able to share their memories and achievements of their time in Reception.</p> <p>To be confident with change and trying new activities.</p> <p>To show independence, resilience and perseverance in the face of challenges.</p> <p>To say when they do or don't need help.</p>
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		<i>Meet Your Brain</i>	<i>Celebrate</i>	<i>Appreciate</i>	<i>Relate</i>	<i>Engage</i>
		<p>To learn what our brain helps us with.</p> <p>To learn how to look after our brain.</p> <p>To learn how we can grow our brains.</p>	<p>To learn what character strengths are.</p> <p>To learn about the Love and Kindness Strength</p> <p>To learn about the Character Strengths of Bravery, Honesty, Teamwork &amp; Friendship.</p> <p>To learn about the Character Strengths Exploring, Learning, Love of Life and our World</p>	<p>To learn to be grateful for other people.</p> <p>To learn how being grateful makes you feel.</p> <p>To learn to be grateful for activities and times we feel happy about.</p> <p>To learn how to be grateful for ourselves</p>	<p>To learn how to be a good friend.</p> <p>To learn why getting along with others is so important.</p> <p>To learn why listening is so important.</p> <p>To learn what Active Listening is.</p> <p>To learn about our emotions and how it feels when we are not getting along with others.</p>	<p>To learn what goals are</p> <p>To learn how to set goals.</p> <p>To learn what Big Dream Goals are.</p> <p>To learn what to do when goals are tricky.</p>
<p><b>Communication and Language</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Listening, Attention &amp; Understanding</li> <li><input type="checkbox"/> Speaking</li> </ul>	<p>To talk about themselves and others, identifying key features and differences.</p> <p>To join in with repeated refrains in stories in familiar stories.</p> <p>To extend vocabulary for example, by naming body parts and using action words as well as by learning social phrases.</p>	<p>To join in with daily rhyming and singing activities.</p> <p>To perform in KS1 Christmas Nativity play.</p> <p>To show they can maintain attention, concentrate and sit quietly during appropriate activity.</p> <p>To demonstrate two channelled attention ie. listen and do for a short span.</p>	<p>To make observations and show their understanding through their speech.</p> <p>To use language and new vocabulary to create imaginative role-play following their interest in.</p> <p>To use talk to help work out problems, organise themselves</p>	<p>To be able to compare different living things, making explanations and using simple conjunctions such as and, because to express their findings.</p> <p>To listen attentively and respond appropriately during story time, using well-formed</p>	<p>To listen to stories, accurately anticipate key events and respond to what they hear with relevant comments, questions or actions. To give attention to what others say and respond appropriately, to what they hear with relevant questions, comments and</p>	<p>To answer 'how' and 'why' questions about their experiences and in response to stories or events.</p> <p>To be able to hold a conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>To make comments about what they have heard and ask questions to clarify their understanding.</p> <p>To express their</p>

	<p>To use language imaginatively in the role-play areas based on their interest and own experiences such as a home corner.</p> <p>To listen attentively and respond appropriately during story time.</p> <p>To understand how to listen carefully and why listening is important.</p>	<p>To listen to and talk about stories to build familiarity and understanding.</p> <p>To understand how to listen carefully and why listening is important.</p> <p>To engage in non-fiction books</p>	<p>and make explanations.</p> <p>To articulate their ideas and thoughts in well-formed sentences.</p> <p>To describe events in some detail.</p> <p>To listen to and talk about stories to build familiarity and understanding.</p> <p>To listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	<p>sentences.</p> <p>To be able to retell parts of the story using key words and phrases they have learnt showing their increasing familiarity with stories.</p> <p>To recognise the sound of rhyming words and have a variety of rhymes poems and songs they know.</p> <p>To connect one idea or action to another using a range of connectives.</p> <p>To describe events in some detail.</p>	<p>actions.</p> <p>To participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>To offer explanations for why things might happen, making use of recently introduced vocabulary when appropriate.</p> <p>To articulate their ideas and thoughts in well-formed sentences.</p> <p>To use talk to help work out problems and organise thinking and activities.</p> <p>To connect one idea or action to another using a range of connectives.</p>	<p>ideas and feelings using full sentences, including use of past, present and future tenses.</p> <p>To use conjunctions - and, because, but and or with modelling and support from their teacher.</p> <p>To use new vocabulary in different contexts.</p> <p>To connect one idea or action to another using a range of connectives.</p> <p>To confidently retell known stories, supported by the use of story maps.</p>
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<p><b>Physical</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Gross Motor Skills</li> <li><input type="checkbox"/> Fine Motor Skills</li> </ul>	<p>To move in different ways, going backwards and sideways as well as forwards.</p> <p>To negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.</p> <p>To effectively use pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p>	<p>To show some understanding of good practices with regard to exercise, eating, sleeping and hygiene and how this can contribute to good health.</p> <p>To recognise the importance of keeping healthy and those things which contribute to this such as sensible screen time.</p>	<p>To show an understanding of the need for safety when tackling new challenges.</p> <p>To be able to avoid dangerous places and equipment.</p> <p>To travel around, under, over &amp; through balancing &amp; climbing equipment.</p> <p>To become more accurate and efficient with their handwriting.</p>	<p>To show an awareness of space for themselves and of others.</p> <p>To know the importance of physical exercise, and a healthy diet for good health and talk about ways to keep healthy and safe.</p> <p>To demonstrate strength, balance and coordination when playing.</p> <p>To show an understanding of how to transport and store equipment safely.</p>	<p>To move in a variety of ways showing confidence, imagination and safely, control &amp; coordination.</p> <p>To use tools effectively, including pencils for writing and to show accuracy and care when drawing.</p> <p>To use increasing control over an object, such as a ball, by touching, pushing, patting, throwing, catching or kicking it.</p>	<p>To use a range of small &amp; large equipment.</p> <p>To move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>To handle tools, objects, construction and malleable materials safely and with increasing control.</p> <p>To form most letters correctly using a tripod grip.</p>
<p><b>Literacy</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Reading - Comprehension</li> <li><input type="checkbox"/> Reading - Word Reading</li> </ul>	<p>Comprehension</p> <p>To enjoy an increasing range of books and be able to talk about them.</p> <p>Word Reading</p>	<p>Comprehension</p> <p>To listen to a range of books including non-fiction, be able to talk about them</p> <p>To begin to use vocabulary from</p>	<p>Comprehension</p> <p>To experience a range of stories, rhymes and non-fiction texts on a daily basis.</p> <p>To be able to talk</p>	<p>Comprehension</p> <p>To continue to experience a range of stories, rhymes and non-fiction texts on a daily basis.</p>	<p>Comprehension</p> <p>To demonstrate understanding of what has been read to them by retelling stories and narratives</p>	<p>Comprehension</p> <p>To use and understand recently introduced vocabulary during discussions about stories, non-fiction,</p>

<input type="checkbox"/> Writing	<p>To read individual letters by saying the sounds for them.</p> <p>To begin to hear and say sounds in words, starting with identifying the initial sound.</p> <p>To begin to blend sounds into words, so that they can read short words made up of known letter-sound correspondence.</p> <p> Writing</p> <p>To give meaning to marks they make as they draw, write and paint.</p> <p>To begin to break the flow of speech into words.</p> <p>To start to spell words by identifying the sounds and then writing the sound with letter/s</p> <p>To begin to form lower-case letters correctly.</p>	<p>their reading during their play.</p> <p> Word Reading</p> <p>To continue to learn the sounds individual letters make and will be able to blend learned sounds together to read cvc words.</p> <p>To begin to read simple phrases using the sounds they know.</p> <p>To learn some exception words by sight.</p> <p> Writing</p> <p>To write their own name and some labels.</p> <p>To segment the sounds in simple words and blend them together for writing.</p> <p>To form some lower case letters they have learned correctly.</p>	<p>about their reading and retell stories using story maps.</p> <p>To increasingly be able to use vocabulary from their reading during play.</p> <p> Word Reading</p> <p>To be able to read a range of familiar and common exception words.</p> <p>To be able to read simple sentences independently.</p> <p>To learn to recognise capital letters.</p> <p>To read some letter groups that each represent one sound and say sounds for them.</p> <p>To be able to continue a rhyming string.</p> <p> Writing</p> <p>To attempt writing short sentences in meaningful contexts. To form lower case letters correctly and begin</p>	<p>To talk about their reading and retell stories using story maps.</p> <p>To increasingly be able to use vocabulary from their reading during play. To predict what might happen next in a story.</p> <p> Word Reading</p> <p>To read words and simple sentences independently.</p> <p>To read books which are matched to their level of phonics ability independently. To re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>To read a few common exception words.</p> <p> Writing</p>	<p>using their own words and recently introduced vocabulary.</p> <p>To anticipate key events in stories.</p> <p> Word Reading</p> <p>To say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>To read words consistent with their phonic knowledge by sound-blending.</p> <p>To read some common irregular words.</p> <p> Writing</p> <p>To attempt writing for different purposes, using features of different forms such as lists, stories and instructions.</p> <p>To demonstrate stamina for writing and write simple sentences, sometimes using punctuation such as full stops and capital letters.</p> <p>To form lower letters, most of which are correctly formed.</p>	<p>rhymes and poems and during role play.</p> <p> Word Reading</p> <p>To read words consistent with their phonic knowledge by sound-blending.</p> <p>To read some common irregular words.</p> <p> Writing</p> <p>To attempt writing for different purposes, using features of different forms such as lists, stories and instructions.</p> <p>To demonstrate stamina for writing and write simple sentences, sometimes using punctuation such as full stops and capital letters.</p> <p>To form lower letters, most of which are correctly formed.</p>
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			<p>to form some capital letters.</p> <p>To spell words by identifying the sounds and then writing the sounds with letter/s.</p> <p>To begin to re-read what they have written to check that it makes sense.</p>	<p>To write short sentences in meaningful contexts such as role play. To start to use a capital letter and full stop appropriately.</p> <p>To re-read their writing to check it makes sense.</p>	<p>correctly and others will be phonetically plausible.</p> <p>To form lower-case and capital letters, most of which are formed correctly.</p> <p>To sometimes use a capital letter and full stop.</p> <p>To re-read what they have written to check that it makes sense.</p>	
<p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Number</li> <li><input type="checkbox"/> Numerical Pattern</li> </ul>	<p><b>Mastering Number</b></p> <p>To subitise groups of up to 3 objects by quickly recognise up to 3 objects, without having to count them individually.</p> <p>To practise counting small groups of up to 5 objects in a variety of ways and know that that is the last number counted is the total number in that group.</p> <p>To show 'finger numbers' up to 5.</p> <p>To link numerals and amounts: for example, showing the right number of objects to match the</p>	<p><b>Mastering Number</b></p> <p>To continue to develop counting skills using 1:1 correspondence to 5</p> <p>To continue to practise subitising groups of objects to 4.</p> <p>To compare groups of objects using the language of more than and fewer than.</p> <p>To identify a whole and parts for composition of groups of up to 3.</p> <p>To begin to link numerals with the corresponding value.</p>	<p><b>Mastering Number</b></p> <p>To develop conceptual subitising of a regular pattern such as dice patterns.</p> <p>To recognise numerals 1-5.</p> <p>To be able to order numbers 1-5.</p> <p>To start to learn the number bonds of each number 1 to 5, playing with groups of objects to explore the composition.</p> <p>To continue to compare numbers using more than and fewer than.</p> <p>To understand that</p>	<p><b>Mastering Number</b></p> <p>To begin to count groups of objects to 10.</p> <p>To begin to use the concept of 5 and a bit to compose numbers 6-9.</p> <p>To develop further their understanding of partitioning numbers as whole and parts of a whole.</p> <p>To begin to order numbers to 10.</p> <p>To begin to recognise 1 more and 1 less than numbers to 10.</p> <p>To subitise quantities up to 5</p>	<p><b>Mastering Number</b></p> <p>To be able to count things which cannot be seen such as sounds.</p> <p>To subitise quantities up to 6 without counting.</p> <p>To continue to learn the number bonds of each number 1 to 5 and then to 10.</p> <p>To play with groups of objects to find out doubles to 10.</p> <p><b>Numerical patterns</b></p> <p>To recite numbers beyond 20, understanding the pattern after 10.</p> <p>To compare quantities up to 10 in different contexts, recognising when</p>	<p><b>Mastering Number</b></p> <p>To subitise quantities up to 6 without counting.</p> <p>To know the composition of numbers to 5 and beyond including the corresponding subtraction fact.</p> <p>To know some number bonds to 10.</p>

	<p>numeral, up to 5. To be able to compose and decompose numbers up to 3, starting by understanding that numbers can be composed of 1s. To develop 'perceptual' subitising by recognising the amount of sounds and actions up to 4. To introduce the language of 'more than' and 'fewer than' to compare quantities of objects to 4.</p> <p>Power Maths: Unit 3 Shape</p> <p>To recognise simple 2D shapes. To investigate some properties of 3D shapes.</p>	<p>To begin to develop an understanding of the pattern of numbers to 10 by reciting the number sequence and through number rhymes and stories.</p> <p>Power Maths: Unit 6: Spacial Awareness</p> <p>To explore where objects are using positional language.</p>	<p>when counting the number they stop on tells them the number in the group.</p> <p>Power Maths: Unit 10: Measure (Length, height and weight)</p> <p>To compare different lengths, heights and weights of objects.</p>	<p>without counting. To introduce doubles as 2 equal parts of the whole. To introduce odds and even numbers.</p> <p>Power Maths: Unit 13: Exploring patterns</p> <p>To extend and create ABAB patterns, moving onto AABB patterns.</p>	<p>up to 10 including odds and evens. To recite numbers to 20 forwards and backwards. To find out one more and one less from consecutive numbers up to 10. To compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. To notice and explain differences between patterns of numbers.</p> <p>Power Maths: Unit 17: Shape</p> <p>To compose and decompose shapes, recognising there can be shapes within shapes</p>	<p>one quantity is greater than, less than or the same as the other quantity. To use this to make choices in their play. To explore numerical patterns up to 10 including odds, evens, doubles. To explore how quantities can be distributed equally.</p> <p>Power Maths: Unit 18: Measure (volume and capacity)</p> <p>To compare how much containers can hold</p> <p>To use terms full and empty.</p>
<p>Understanding of the World</p> <p>□ Past and Present</p>	<p>Past and Present</p> <p>To talk about who they are now and how they have</p>	<p>Past and Present</p> <p>To talk about past and present events in their own lives</p>	<p>Past and Present</p> <p>To learn about the changing of the year and how this is</p>	<p>Past and Present</p> <p>To compare homes past and present.</p>	<p>Past and Present</p> <p>Linked to our story</p> <p>Look at aquariums and how animals</p>	<p>Past and Present</p> <p>Linked to our story</p> <p>talk about the lives of the people</p>

<input type="checkbox"/> People, Culture & Communities <input type="checkbox"/> Natural World	<p>changed as they are growing.</p> <p><b>People, Culture and Communities</b>          To talk and find out about people who are important to them. To look at their home wherever this may be and they will be able to find out about where it is in the world.</p> <p><b>Natural World</b>          To find out about themselves, how their body works and what their senses do.          To use their senses to explore the natural world around them while they settle into their new learning environment.          To investigate and make observations about how this environment is changing with the season.</p>	<p>and in the lives of family members. To find out about key people from the past linked to celebrations and events such as bonfire night and Christmas.</p> <p><b>People, Culture and Communities</b>          To join in with family customs and routines learning that there are similarities and differences among families, communities and traditions.          To look at simple maps of our learning area both inside and outside and use them to answer questions about where things are.</p> <p><b>Natural World</b>          To explore and investigate the changes in the seasons.</p>	<p>different in different parts of the world. To look at the characters and setting of the Animal Race story for Chinese New Year and understand that this was a long time ago.</p> <p>Linked to story - To compare how vehicles are now and what they were like in the past.</p> <p><b>People, Culture and Communities</b>          To learn about Chinese New Year and be able to compare these traditions with celebrations in their own family.</p> <p>To learn key features of London, where it is on a map compared to Warrington and why it is important.</p> <p>To be able to draw simple maps.</p> <p><b>Natural World</b>          To investigate the changing world</p>	<p><b>People, Culture and Communities</b>          To find out about the journey the characters in our story have made and compare where they came from to where they have moved to.</p> <p><b>Natural World</b>          Linked to our story 'Sunny and the Birds', look at the differences between different animal habitats and homes.</p> <p>Make observations about the wildlife around our school, including birds and minibeasts.</p> <p>To make observations about the changing seasons and what is happening in the environment.</p>	<p>are treated past and present.</p> <p><b>People, Culture and Communities</b>          To describe and compare living by the sea to living in Warrington from sources such as photographs and maps.</p> <p><b>Natural World</b>          To find out about the oceans and the environment under the sea. Know some similarities and differences between the natural world around them and contrasting environments such as the sea, drawing on their experiences and what has been read in class.</p>	<p>around them and their roles in society such as police officers, firefighters, etc.</p> <p><b>People, Culture and Communities</b>          Looking at food linked to our story of 'Supertato,' explain some similarities and differences between life in this country and life in other countries where different food is grown or there is not enough food.</p> <p><b>Natural World</b>          To investigate how plants are grown for food such as fruit and vegetables.</p>
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			around them, particularly our changing weather. To observations of rain, wind and ice, and the effects these conditions have on their environment.			
<b>Expressive Arts and Design</b> <input type="checkbox"/> Creating with Materials <input type="checkbox"/> Being Imaginative & Expressive	To experiment to create different artistic effects to express their ideas and feeling. To understand that different media can be combined to create new effects. To construct with a purpose in mind, using a variety of resources and be encouraged to build on and adapt their ideas as their work progresses. To play alongside other children who are engaged in the same theme, sharing ideas and resources. Children will begin to build a repertoire of songs and dances. They will	To use simple tools and techniques competently and appropriately. To experiment with colour, design, texture, form and function. To explore what happens when they mix colours and they will be able to choose particular colours they wish to use. To play cooperatively as part of a group to develop and act out a story line or narrative. To sing in a group or on their own, increasingly matching the pitch and following the melody.	To manipulate materials to achieve a planned effect. To create simple representations of events, people and objects adapting their work where necessary. To develop constructions with a purpose, using a variety of resources. To select tools and techniques needed to shape, assemble and join materials they are using. To watch and talk about dance and performance art, expressing their feelings and responses.	Linked to our class stories, make use of props and materials to role play characters. To create simple representations of events, people and objects. To share their creations, explaining the process they have used. To sing and perform a variety of well-known rhymes and songs. To perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.	<b>Creating with Materials</b> To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. To share their creations, explaining the process they have used.  <b>Being Imaginative and Expressive</b> To sing and perform a range of well-known nursery rhymes and songs. To be encouraged to create dances and movements in response to music	<b>Creating with Materials</b> To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. To share their creations, explaining the process they have used.  <b>Being Imaginative and Expressive</b> Children will be able to act out our story 'Supertato.' To sing and perform a range of well-known nursery rhymes and songs. To create dances and movements in

	<p>begin to develop storylines in their pretend play.</p> <p><b>Music:</b> Exploring Sound Art and design Self portraits 3D pictures</p>	<ul style="list-style-type: none"> <li>Music:</li> <li>Celebration Music</li> <li>Art and design</li> </ul> <p>Autumn colours Creating light and dark</p>	<p><b>Music:</b> Transport Art and design Chinese New Year art Design and construct vehicles</p>	<ul style="list-style-type: none"> <li>Music:</li> <li>Music &amp; Movement</li> </ul> <p>Art and design Collage with natural materials Designing Easter eggs</p>	<p>they hear. To use instruments to represent moods or actions. To play an instrument as part of a group story</p> <ul style="list-style-type: none"> <li>Music:</li> <li>Musical Stories</li> </ul> <p>Art and design Water colour paintings Sand art</p>	<p>response to music they hear. To experiment with playing tuned and untuned instruments. To play in time to familiar songs.</p> <ul style="list-style-type: none"> <li>Music:</li> <li>Big Band</li> </ul> <p>Art and design Superhero pop art Design and create a trap for the Evil Pea</p>
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RSE	God Loves Us in Our Uniqueness					
Curriculum Enrichment	Seasons walk Walk to local bakery		Trip on a bus Visit from local aviary.		Blue Planet Aquarium Visit from real life heroes such as police.	
Community links Wider community	McMillian Coffee Morning CAFOD Visit NHS nurse visit	Anti – bullying week Harvest – Food bank Fire brigade visit Remembrance Day Nativity – Church	NSPCC Visit Epiphany – CW World Book Day	Lent fund raising Stations of the Cross	Crowning of Our Lady Warrington walking day	Church tour from Father Peter Transition