
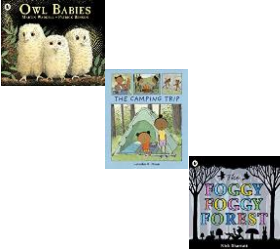








The Good Shepherd Catholic Primary Academy  
Nursery



	ADVENT 1	ADVENT 2	LENT 1	LENT 2	PENTECOST 1	PENTECOST 2
Enquiry Question	I wonder who we all are?	I wonder what happens at night?	I wonder what's in my community?	I wonder where the animals live?	I wonder if traditional tales are happy tales?	I wonder how much we have grown?
Curriculum Enhancement		Camping trip (at Nursery).	Trip to the bakery. Visit the chapel.	Trip to the park. Planting in our Nursery garden.	Trip to the library.	Wheel gate trip.
Phonics	<p><b>Rhyme</b> N1 – To listen to a range of action songs. N2 – To copy and anticipate the rhyming words.</p> <p><b>Syllables</b> N1 - Introduce rhythm sticks. Learn to stop at start at teachers demand. N2 – Copy actions with rhythm sticks (my turn/your turn) with songs.</p> <p><b>Blend and segment</b> N1 – Orally blend Old McDonalds animals in the song using puppets. N2 - Old McDonald had a farm – Blend and segment each animal with arm gestures.</p> <p><b>Initial sounds</b> N1 – Picture cards – emphasizing the sounds they make – e.g., weeee on a slide. N2 – Look at each other's name cards and</p>	<p><b>Rhyme</b> N1 – To join in with a range of action songs. N2 - To listen to emphasise the rhyming words in texts (repeat stories during story time/book corner)</p> <p><b>Syllables</b> N1 – Learn to change tempo of taps. N2 – Introduce rhythm sticks and copy simple patterns (my turn, your turn)</p> <p><b>Blend and segment</b> N1 - If you're happy and you know it – touch your (segment – knees, head, toes, lip, chin, bum) N2 – Fastest finger cards random objects – point to the (blend sounds together) Children repeat.</p> <p><b>Initial sounds</b> N1 – Introduce teddys on lycra. Teddies jump on lycra when you say sausages. Say lots of other things that begin</p>	<p><b>Rhyme</b> N1 – To listen to a range of rhyming songs with puppets. N2 – Change rhymes and decide if it rhymes or not. E.g., Jack and Jill got a till, Jack and Jill got a chair.</p> <p><b>Syllables</b> N1 – Learn to tap loud and quiet with rhythm sticks. N2 - Copy simple words and highlight the syllables with strong emphasis.</p> <p><b>Blend and segment</b> N1 - Orally blend Old McDonalds animals in the song using puppets. Which one did I say? N2 – What's in the bag? Pull out an object, say it, segment it, then children's turn</p> <p><b>Initial sounds</b> N1 – Match the teddy to the object. E.g., Michael</p>	<p><b>Rhyme</b> N1 – To join in with a range of rhyming songs with puppets. N2 – To spot the odd one out 3 rhyming words and one that does not rhyme.</p> <p><b>Syllables</b> N1 -Copy actions with rhythm sticks (my turn/your turn). N2 – Tap out words counting the syllables. Children predict number of syllables.</p> <p><b>Blend and segment</b> N1 – With teddies – Touch the teddies segment head/toes/mouth, tummy. N2 - What am I saying? Listen to adult segment word. Choose between 2 objects. All segment together emphasizes on the 3 sounds.</p> <p><b>Initial sounds</b></p>	<p><b>Rhyme</b> N1 – To select songs from the props/cards and repeat rhyming words. N2 – To highlight which words do and do not rhyme from a selection of words cat, hat, mat, sausage.</p> <p><b>Syllables</b> N1 - Copy actions with rhythm sticks (my turn/your turn) with songs. N2 – To sort words into long and short polysyllabic words.</p> <p><b>Blend and segment</b> N1 – Fastest finger cards – Can you spot the... segment dog, cat, rat, horse, duck, pig). N2 – Read the list segment and blend CVC words using 3 clear pure sounds.</p> <p><b>Initial sounds</b> N1 – Walking through</p>	<p><b>Rhyme</b> N1 – To anticipate the missing words in rhymes. N2 – To continue a rhyming string. To build the words with magnetic letters and change the first sound.</p> <p><b>Syllables</b> N1 – Copy simple patterns with rhythm sticks. N2 – To identify long polysyllabic words and say each differing syllables.</p> <p><b>Blend and segment</b> N1 – Copy me... segment dog, cat, rat, horse, duck, pig) My turn, your turn. N2 – To orally segment and blend CVC words using 3 clear pure sounds. Wooden picture cards.</p> <p><b>Initial sounds</b> N1 - Look at each</p>

	<p>emphasize initial sounds.</p> <p><b>End of Advent 1:</b> We expect children to be able to join in and respond to group sessions</p>	<p>with s to start. N2 – Make silly soup things beginning with m can go in the soup.</p> <p><b>End of Advent 2:</b> We expect children to be able to discriminate between sounds, copy simple rhythms and copy rhyming words.</p>	<p>likes milk, Tim likes tomatoes. Children to repeat. N2 - Sort the objects beginning with m and s.</p> <p><b>End of Lent 1:</b> We expect children to be able to copy segmented words, sort words by initial sounds m and s and identify non rhyming words.</p>	<p>N1 – Introduce teddys on lycra. Teddies jump on lycra when you say moon continuant mmmm. Identify m words. N2 – Sort the objects beginning with r and s.</p> <p><b>End of Lent 2:</b> We expect children to be able to count syllables, sort words by initial sounds r and s, to blend CVC words, sort rhyming words</p>	<p>the jungle – emphasis sounds animal make. N2 - Alphabet card with children's photos – I spy someone's name beginning with...</p> <p><b>End of Pentecost 1:</b> We expect children to be able to copy CVC words to blend and segment, identify initial sounds of friends' names, predict no of syllables.</p>	<p>other's name cards and emphasize initial sounds. N2 – CVC words and pictures. I spy (segment)... Read the word.</p> <p><b>End of Pentecost 2:</b> We expect children to be able to blend and segment CVC words, to identify syllables in longer words, continue a rhyming string.</p>
Key texts						
Maths	<p><b>Number</b> N1's - To sing and copy 1, 2, 3, 4, 5 once I caught a fish alive. N2's - Introduce the concept of subitising. Introduce finger numbers – (show me, grow me).</p> <p><b>Numerical patterns</b> N1's – Singing with teddies – What can we make them do? Count up to 5. N2's – To watch and learn how to add more fruit to the fruit bowl.</p> <p><b>Space, shape, and measure</b> N1's – To model how to use the playdough and</p>	<p><b>Number</b> N1's - Join in with the number song 5 fat sausages. Copy actions and words. N2's - Subitise to 1 Show concept of number fingers Understand numeral have order Identify numeral 1 All about number 1 homework Recite numbers to 5.</p> <p><b>Numerical patterns</b> N1's – What can we do with the playdough? Add more playdough to make more things. N2's - Add more sausages/identify which pan has more/fewer (very</p>	<p><b>Number</b> N1's Join in with number song 5 current buns. Copy actions. N2's - Recite numbers to 10 How to do careful counting shop. Identify numeral 1 and 2 All about number 2 homework Know that the last number reached when counting a small set of objects tells you how many there are in total (with support).</p> <p><b>Numerical patterns</b> N1's – Collecting beads on sticks. Who has more/fewer? N2's Identify more amount (ducks/toast)</p>	<p><b>Number</b> N1's Join in with the number song 5 little monkeys. Copy actions. N2's - Subitise 2 Careful counting to 3. Stop at 3 Know that the last number reached when counting a small set of objects tells you how many there are in total (with support) To order numerals 1, 2, 3 All about number 3 homework.</p> <p><b>Numerical patterns</b> N1's – Threading the keys – Who has more/fewer. N2's - Identify fewer amount (ducks/toast)</p>	<p><b>Number</b> N1's Join in with the number song 5 little ducks. Copy actions. N2's - Recite numbers beyond 10 Careful counting to 4 Order numerals 1. 2. 3. 4 All about number 4 homework Know that the last number reached when counting a small set of objects tells you how many there are in total Predict the number of ducks as they decrease.</p> <p><b>Numerical patterns</b> N1's – Use the lycra and add more teddies plus counting songs. N2's -</p>	<p><b>Number</b> N1's - Join in with the number song 5 little ducks. Copy actions. N2's - Subitise 3 Careful counting to 5 Order numerals 1 – 5 Predict the number of frogs during each verse Know that the last number reached when counting a small set of objects tells you how many there are in total. All about number 5 homework.</p> <p><b>Numerical patterns</b> N1's – Use the parachute with lots of teddies – catch them to emphasize fewer.</p>







	resources. N2's - Talk about and identifies the patterns around them. Make comparisons between objects relating to size.	obvious) Predict when 0 sausages left. <b>Space, shape, and measure</b> N1's – To model how to use the magnet duplo. N2's - Begin to describe a sequence of events, using words such as 'first', 'then... visual timetable Make comparisons between objects relating to length Route around the Nursery Garden.	Predict when there is 1 bun left. <b>Space, shape, and measure</b> N1's – To model the 3D wooden blocks. N2's - Extend an ABAB patterns Discuss routes and locations, using words like 'in front of' and 'behind'. Begin to describe a sequence of events, using words such as 'first', 'then... story maps.	Identify when there are 2 and 3 buns left. <b>Space, shape, and measure</b> N1's – To model how to connect the magnet 2D shapes. N2's - create ABAB patterns – stick, leaf, stick, leaf. Sorting shapes into curved/straight sides/corners Route around school.	identify where there are more/fewer ducks by pointing to amount Identify when there are 2, 3 and 4 ducks left. <b>Space, shape, and measure</b> N1's – To model how to connect the train. N2's - Notice and correct an error in a repeating pattern. Make comparisons between objects relating to weight Match shapes.	N2's - identify where there are more/fewer frogs by saying it 'There are more frogs' There are fewer frogs' Predict how many frogs are left. <b>Space, shape, and measure</b> N1's – To model how to connect mobile. N2's - Shape bingo Make comparisons between objects relating to capacity.
R.E.	Myself Welcome Birthday Judaism		Celebrating Gathering Growing		Sikhism Islam Friends Our world	
Music	Singing with Mr Walters. Band practice with untuned instruments. Finding a beat. Rhythms.					
PSHE	I am made loved by God.		I am made to love others.		I am made to live in a community.	
PE	Get Set 4 PE- An introduction to PE (movement)	Get Set 4 PE- Fundamental skills	Get Set 4 PE- Gymnastics	Get Set 4 PE- Dance	Get Set 4 PE- Ball skills	Get Set 4 PE- Games
Computing	<b>COMPUTER SCIENCE INFORMATION TECHNOLOGY <u>Understanding the World</u></b> Sound button books Sensory toys Mission Merits – tapping the board and selecting the reason. Starting to learn how to use the IWB / iPad.		<b>COMPUTER SCIENCE INFORMATION TECHNOLOGY Kapow Computing systems and networks 2: Exploring hardware.</b>		<b>COMPUTER SCIENCE Kapow Programming 1: All about instructions</b>	

	Using a listening station – turning it on, pressing play, stop or pause, selecting a song, changing the volume.		
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The Good Shepherd Catholic Primary Academy  
Reception



	ADVENT 1	ADVENT 2	LENT 1	LENT 2	PENTECOST 1	PENTECOST 2
Enquiry Question	I wonder what makes us so special? (All about me)	I wonder what makes the world light up? (Festivals of light/hibernation/Christmas)	I wonder what superpower you have? (Heroes in the community)	I wonder what's through the keyhole? (Traditional tales)	I wonder what's beyond the clouds? (Space)	I wonder what's roaming in the rainforest? (Rainforest)
Curriculum Enhancement		Nativity Theatre trip Authentic Diwali workshop	Firefighter and Nurse visitors Visit to the church	Living Eggs	Visiting the library	Twycross Zoo
Phonics	Initial code Unit 1: a, i, m, s, t. Unit 2: n, o, p. Unit 3: b, c, g, h.  Key words: a, is, the to.	Unit 4: d, e, f, v. Unit 5: k, l, r, u. Unit 6: j, w, z Unit 7: x, y.  Key words: no, go, he, she, we, be, me.	Revisit units 1-6 (emphasis on manipulation)  Unit 7: ff, ll, ss, zz. Unit 8: VCC and CVCC words.  Key words: was, are, said.	Unit 9: CCVC. Unit 10: CCVCC, CVCCC, CCCVC words. Unit 11: ng, wh, qu, ck.  Key words: all, my, for, of, they, you.	Unit 10: tch, sh, ch. Unit 11: th.  Extended code Unit 1: /ae/ <ai> <ay> <ea> <a_e>.  Key words: like, come, some, have, her.	Unit 3: <ea> Unit 4: /oe/ <o> <oe> <o_e> <oa> <ow>  Key words: there, where, were, what who.
Key texts						
Maths	<b>Number:</b> Match, sort and compare amounts. Representing and comparing 1, 2 and 3.		<b>Number:</b> Representing numbers to 10; One more and one less. Introducing zero; Comparing numbers to 10; Composition of		<b>Number:</b> Counting beyond 20; Combing 2 amounts; Adding; Taking away. <b>Numerical Patterns:</b> Building and	

	Composition of number 1,2 and 3. <b>Numerical Patterns:</b> Compare amounts/sets (same, more, fewer); Compare 1,2,3 <b>Shape/Measure:</b> Compare size, mass and capacity, explore patterns. Circle and triangle; positional language.		4, 5, 6, 7, 8, 9, 10; Bonds to 10. <b>Numerical Patterns:</b> Compare numbers to 10; One more, one less; Making pairs; Subitising; Doubling; Even and odd. <b>Shape/Measure:</b> Compare mass and capacity. Length and height; Time. 3D shapes; Patterns.		counting patterns beyond 10; Combining 2 groups; Sharing and grouping; <b>Shape/Measure:</b> Spatial awareness; 2D shapes within 3D shapes; Composing and decomposing shapes; Repeating patterns; Visualising, building and maps.	
R.E.	Myself Welcome Birthday Judaism		Celebrating Gathering Growing		Sikhism Islam Friends Our world	
Music	<b>Find the beat</b> Identify, move, clap, and play to the beat.	<b>Rhythms</b> Copy simple rhythms through call and response. Sing a range of well-known nursery songs.	<b>Introduce Untuned Instruments</b> Create rhythms on classroom instruments.	<b>Improvise</b> Create rhythms on classroom instruments using one note.	<b>Compose</b> Create rhythms on classroom instruments using two notes.	<b>Graphic score</b> Make long/short, high/low, fast/slow sounds on classroom instruments. Create a visual representation of sound.
PSHE	Made and loved by God.		Made to love others.		Made to live in a community.	
PE	Get Set 4 PE- An introduction to PE (movement)	Get Set 4 PE- Fundamental skills	Get Set 4 PE- Gymnastics	Get Set 4 PE- Dance	Get Set 4 PE- Ball skills	Get Set 4 PE- Games
Computing	<b>Information technology</b> <b>Computing systems and networks:</b> Using a computer. E-safety through stories.		<b>Information technology</b> <b>Data handling:</b> Introduction to data. E-safety through stories.		<b>Computer science</b> <b>Programming:</b> Programming Bee-Bots. E-safety through stories.	