

Sacred Heart Catholic Voluntary Academy

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Lent 1**  **Teachers: F2 Miss Chisholm** | | **Curriculum Driver: What’s the weather like?** | | | | | | | | | | | **Term: Lent 1 2025** | | | | | |
|  | **Week 1** | **Week 2** | | | **Week 3** | | | | **Week 4** | | | |  | | | | | | | **Week 6** |
| **Book Focus** | **Were going on a Leaf hunt – Steve M**etzger | The Journey Home by Fran Preston-Gannon | | | Do I Have to Wear a Coat? By Rachel Isadora | | | | Chinese New Year -  **The Runaway Wok** by Ying Chang Compestine and Sebastia Serra | | | | **Traditional Tale - The Ghanian Goldilocks** | | | | | | | **The Leaf Thief – Alice Hemming** |
| **R.E** | **Galilee to Jerusalem-**  **Objective 1**  Know the wise men visited Jesus. | **Objective 2**  Know the wise men gave Jesus gifts. | | | **Objective 3**  Know that Jesus welcomes everyone. | | | | **Objective 4**  Know that Jesus takes care of everyone.  **Objective 5**  Know that Jesus wants us to care for other people. | | | | Objective 6 - Know that Jesus teaches us that we should share what we have with others. | | | | | | | **Objective 7 -**  Session 2  Know that Jesus wants us to care of other people. |
| **PSHE:**  **TenTen** | **Module 2 Unit 1 –**  **Role models**  Children will learn that:  We are part of God’s family  Jesus cared for others and wanted them to live good lives like Him  We should love other people in the same way God loves us | **Module 2 Unit 2 –**  **Whos who?**  Children will learn:  To identify special people (e.g. parents, carers, friends) and what makes them special  The importance of the nuclear family and of the wider family  The importance of being close to and trusting ‘special people’, and telling them when something is troubling them | | | **Module 2- Unit 2**  **You’ve got a friend in me**  Children will learn:  How their behaviour affects other people and that there is appropriate and inappropriate behaviour  The characteristics of positive and negative relationships  About different types of teasing and that all bullying is wrong and unacceptable | | | | **Module 2 Unit 2 –**  **Forever friends**  Children will learn:  To recognise when they have been unkind to others and say sorry  That when we are unkind, we hurt God and should say sorry  To recognise when people are being unkind to them and others and how to respond  That we should forgive like Jesus forgives | | | |  | | | | | | | **Module 2 Unit 3 -**  **Playing Online**  **Children will learn:**  About safe and unsafe situations online.  That they can ask for help from their special people. |
| **PSED: Managing Self.** | Show confidence in  choosing resources and perseverance in carrying out a chosen activity.  Know right from wrong and try to behave accordingly.  Choose a healthy snack  ***Talk about how to keep their body***  ***healthy.***  Learn good dental hygiene and know why it is important. | | | Show confidence in  choosing resources and perseverance in carrying out a chosen activity.  Know right from wrong and try to behave accordingly.  Choose a healthy snack  ***Talk about how to keep their body***  ***healthy.***  Learn good dental hygiene and know why it is important. | | | Show confidence in  choosing resources and perseverance in carrying out a chosen activity.  Know right from wrong and try to behave accordingly.  Choose a healthy snack  ***Talk about how to keep their body***  ***healthy.***  Learn good dental hygiene and know why it is important. | | | | | Show confidence in  choosing resources and perseverance in carrying out a chosen activity.  Know right from wrong and try to behave accordingly.  Choose a healthy snack  ***Talk about how to keep their body***  ***healthy.***  Learn good dental hygiene and know why it is important. | | | | Show confidence in  choosing resources and perseverance in carrying out a chosen activity.  Know right from wrong and try to behave accordingly.  Choose a healthy snack  ***Talk about how to keep their body***  ***healthy.***  Learn good dental hygiene and know why it is important. | | Show confidence in  choosing resources and perseverance in carrying out a chosen activity.  Know right from wrong and try to behave accordingly.  Choose a healthy snack  ***Talk about how to keep their body***  ***healthy.***  Learn good dental hygiene and know why it is important. |
| **PSHE: Building Relationships.** | **To know what they and others need.** | | | | **To know what they and others need.**  Take turns and share. | | | **To know what they and others need.**  Take turns and share. | | | **To know what they and others need.**  Take turns and share. | | | | | | **To know what they and others need.**  Take turns and share. | **To know what they and others need.**  Take turns and share. |
| **PSHE: Self-Regulation.** | Be proactive in seeking adult support to find compromises.  Be increasingly flexible and co- operative.  Express a wide range of feelings in my interactions.  Adapt their behaviour to different situations. | | | Be proactive in seeking adult support to find compromises.  Be increasingly flexible and co- operative.  Express a wide range of feelings in my interactions.  Adapt their behaviour to different situations. | | | Be proactive in seeking adult support to find compromises.  Be increasingly flexible and co- operative.  Express a wide range of feelings in my interactions.  Adapt their behaviour to different situations. | | | | | Be proactive in seeking adult support to find compromises.  Be increasingly flexible and co- operative.  Express a wide range of feelings in my interactions.  Adapt their behaviour to different situations. | | | | Be proactive in seeking adult support to find compromises.  Be increasingly flexible and co- operative.  Express a wide range of feelings in my interactions.  Adapt their behaviour to different situations. | | Be proactive in seeking adult support to find compromises.  Be increasingly flexible and co- operative.  Express a wide range of feelings in my interactions.  Adapt their behaviour to different situations. |
| **Communication and language: Listening, Attention And Understanding.** | **Respond to instructions with more elements.**  **Listen to and talk about stories to build up familiarity and understanding.** | | | **Respond to instructions with more elements.**  **Listen to and talk about stories to build up familiarity and understanding.** | | | **Recognise the difference between fiction and non fiction stories.**  **Listen to and talk about stories to build up familiarity and understanding.** | | | | | **Recognise the difference between fiction and non fiction stories.**  **Listen to and talk about stories to build up familiarity and understanding.** | | | | **Recognise the difference between fiction and non fiction stories.**  **Listen to and talk about stories to build up familiarity and understanding.** | | **Recognise the difference between fiction and non fiction stories.**  **Listen to and talk about stories to build up familiarity and understanding.** |
| **Speaking** | **Ask questions to find out more and to check they understand what has been said to them.** | | | **Ask questions to find out more and to check they understand what has been said to them.** | | | **Introduce a storyline or narrative to play.** | | | | | **Introduce a storyline or narrative to play.** | | | | **Learn new vocabulary.** | | **Learn new vocabulary.** |
| **Literacy - Reading** | | | | | | | | | | | | | | | | | |  |
| **Literacy: Reading** | To know how to read the next 12 common exception words matched to the school’s phonic programme for phase 3 (we, me, be, she, he, or, are, you, my, was, her and they).  *Blend sounds into words, so that they can read short words made up of known letter-sound correspondences*  Read simple phrases and sentences made up of words with known letter– sound *correspondences and, where necessary, a few exception words.*  *Read some letter groups that each represent one sound and say sounds for them.* | | *Blend sounds into words, so that they can read short words made up of known letter-sound correspondences*  Read simple phrases and sentences made up of words with known letter– sound *correspondences and, where necessary, a few exception words.*  *Read some letter groups that each represent one sound and say sounds for them.* | | | *Blend sounds into words, so that they can read short words made up of known letter-sound correspondences*  Read simple phrases and sentences made up of words with known letter– sound *correspondences and, where necessary, a few exception words.*  *Read some letter groups that each represent one sound and say sounds for them.* | | | | *Blend sounds into words, so that they can read short words made up of known letter-sound correspondences*  Read simple phrases and sentences made up of words with known letter– sound *correspondences and, where necessary, a few exception words.*  *Read some letter groups that each represent one sound and say sounds for them.* | | | | *Blend sounds into words, so that they can read short words made up of known letter-sound correspondences*  Read simple phrases and sentences made up of words with known letter– sound *correspondences and, where necessary, a few exception words.*  *Read some letter groups that each represent one sound and say sounds for them.* | | | | *Blend sounds into words, so that they can read short words made up of known letter-sound correspondences*  Read simple phrases and sentences made up of words with known letter– sound *correspondences and, where necessary, a few exception words.*  *Read some letter groups that each represent one sound and say sounds for them.*  To assess them on how they can read the 12 common exception words matched to the school’s phonic programme for phase 3 (we, me, be, she, he, or, are, you, my, was, her and they,all,pure,sure). |
|  | **Literacy - Comprehension** | | | | | | | | | | | | | | | | |  |
| **Literacy - Comprehension** | Explain the main events of a story and give simple descriptions of characters.  Ask and answer questions about story book characters.  Distinguish between capital letters and lower- case letters. | | Explain the main events of a story and give simple descriptions of characters.  Ask and answer questions about story book characters.  Distinguish between capital letters and lower- case letters. | | | Explain the main events of a story and give simple descriptions of characters.  Ask and answer questions about story book characters.  Distinguish between capital letters and lower- case letters. | | | | Explain the main events of a story and give simple descriptions of characters.  Ask and answer questions about story book characters.  Distinguish between capital letters and lower- case letters. | | | | Explain the main events of a story and give simple descriptions of characters.  Ask and answer questions about story book characters.  Distinguish between capital letters and lower- case letters. | | | | Explain the main events of a story and give simple descriptions of characters.  Ask and answer questions about story book characters.  Distinguish between capital letters and lower- case letters. |
| **Literacy – Writing** | | | | | | | | | | | | | | | | | |  |
| **Literacy: Writing** | Begin to write simple phrases inspired by stories.  ***Spell words by identifying the sounds and then writing the sound with letter/s.*** | | Begin to write simple phrases inspired by stories.  ***Spell words by identifying the sounds and then writing the sound with letter/s.*** | | | Begin to write simple phrases inspired by stories.  ***Spell words by identifying the sounds and then writing the sound with letter/s.*** | | | | Begin to write simple phrases inspired by stories.  ***Spell words by identifying the sounds and then writing the sound with letter/s.*** | | | | Begin to write simple phrases inspired by stories.  ***Spell words by identifying the sounds and then writing the sound with letter/s.*** | | | | Begin to write simple phrases inspired by stories.  ***Spell words by identifying the sounds and then writing the sound with letter/s.*** |
| **Literacy: Phonics.** | *Phase 3 graphemes*  ai ee igh oa | | *Phase 3 graphemes*  oo oo ar or  **Tricky words-**  **Was you they** | | | *Phase 3 graphemes*  ur ow oi ear  **Tricky words-**  **My by all** | | | | *Phase 3 graphemes*  air er words with double letters: dd mm tt bb rr gg pp ff  **Tricky words-**  **Are sure pure** | | | | *Phase 3 graphemes*  Longer words  **Tricky words-**  **Revisit all previously taught tricky words**  are sure pure into she he we me be of | | | | *Spring 1 Assessment*  *Daily Catch up* |
| **Intentional Vocabulary** | | | | | | | | | | | | | | | | | |  |
| **Weather** – foggy, windy, breeze, shower, breeze, cool, sunshine, fine thunder forecast boiling freezing frost climate mist lightning rainbow mild storm season  **PSED** - Friend, same, similar, different, relationship, family, respect, adult, grown up, teacher, child, belief, like, dislike, difficult, easy, challenge, Feel, responsibility, rights, private, public, special  **Gross Motor Skills** - Independence, resilience, perseverance, challenge, rules, space, obstacles, safely, balance, coordination, walking, side-step running, jumping, dancing, hopping, skipping, gallop climbing, marching, dribbling, opponents, stance, point, support, lean body part names, control, grace, copy, forwards, backwards fluid, fluidity, minimum, wobble, apart, together, roll, rebound bounce, pushing rolling catch throw overarm chase underarm opposite partner, direction, react, equipment, respond, line up, ride, peddle, safety, pedestrian, road, traffic lights, pedestrian crossing, travers, rope swing, swing, hammock, hills, tunnels, mounds, tree platform, observe, exercise, sustain pathways taking turns score team create explore express  **Fine motor** - Cut, snip, shape, roll, dough disco, pencil, pen, ruler, scissors, paintbrush, paint, left/right hand, tripod grip. Cutlery, spoon, fork, knife, zip, unzip, neat, finger space, accurate, care, careful, writing, drawing, handwriting, line, book, page, paper, pour, pouring  **Literacy** - Listen, discuss, sentence, word, words, read, sound out, blend, segment louder, quieter, your turn, my turn, instruction, action, , tale, fiction, non-fiction, retell, narrative, rhyme, poem, , helicopter stories, word, words, vocabulary, predict, because, so , but, then, if, when, after, before, first, last, fortunately, unfortunately, suddenly, finally, beginning, middle, end  **The Natural World** - Plants tree, leaf, flower, stem, seed, tree, petals, trunk, fruit, branch, roots, leaves, bulb, flowers, Seasonal Changes Summer, day, Spring, dark, Autumn, light, Winter, night, Season, Moon Sun  **Creating with Materials** - To encourage use language associated with creative activities: weaving in, out, under, over, through, behind, paint, draw, collage, print, model, sculpture, etc To encourage them to name materials and equipment eg brush, printer, stamper, charcoal, pastel, clay, ink, watercolour, powder paint artist, material, pattern | | | | | | | | | | | | | | | | | | |
|  | **Maths – Number and Numerical Pattern.** | | | | | | | | | | | | | | | | |  |
| **Maths : Number** | **unds; Subitise; Link the number symbol (numeral) with its cardinal number value; Compare numbers**   * Recognise 0 * Identify 0-5 in sequence * Subitise 0-5 * Represent 0-5 | **Subitise – conceptual subitising to 5.**  **Automatically recall numbers 0-5 and some to 10.** | | | **Understand the ‘one more than/one less than’ relationship between consecutive numbers.** | | | | **Explore the composition of numbers to 10.**   * Find 6,7 and 8. * Represent 6,7,8. * Composition of 6,7,8. | | | | | | Understand one more than/one less than between consecutive numbers above.   * Understand odd and even * Understand doubles * Make doubles to 8 * Combine two groups | | | **Compare length, weight and capacity.** |
| **Maths: White Rose** | Week 1 One Less Zero Composition of 5 Composition of 5 Equal and unequal groups Composition of numbers How many altogether? | Week 2 Composition of numbers – 3 groups How many are hiding? (animals) How many are hiding (cubes) | | | Week 3 Balance scales Full and empty Measuring capacity Measuring capacity Measuring ingredients | | | | Week 4 Representing 6 Making 7 Making 8 | | | | | | Week 5 Matching 6,7,8. One more and one less Matching 6, 7 8 Making pairs Combining 2 groups Combining 2 groups Adding more | | | Week 6 -  S1- Explore Length  S2- Compare Length  S3- Explore Height |
| **Maths: Numerical Patterns** | Count forwards and backwards within the number sequence to 10. | | | Count beyond 10.  Order number across the 10 boundaries (8-11) | | | Say the numbers that come before and after a given number in the sequence 1-20. | | | | | Find one more and one less than a number from 1-10. | | | |  | |  |
| **Maths: Shape, Space and Measure** | Select, rotate and manipulate shapes to develop spatial reasoning skills. | | | Select, rotate and manipulate shapes to develop spatial reasoning skills. | | | Continue, copy and create repeating patterns. | | | | | Continue, copy and create repeating patterns. | | | | Continue, copy and create repeating patterns. | | Continue, copy and create repeating patterns. |
| **Physical Development: Gross Motor Skills** | Combine different movements with ease and fluency  Confidently and safely use a range of large and small apparatus indoor and outdoor, alone and in a group. | | | Develop overall body strength, balance and coordination and agility.  ***.*** | | | Develop overall body strength, balance and coordination and agility. | | | | | Further develop a range of ball skills; throwing, catching, kicking, passing, batting and aiming. | | | | Further develop a range of ball skills; throwing, catching, kicking, passing, batting and aiming. | | Further develop a range of ball skills; throwing, catching, kicking, passing, batting and aiming. |
| **Physical Development: Fine Motor Skills.** | Use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed. | | | Use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed. | | | Use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed. | | | | | Use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed. | | | | Use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed. | | Use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed. |
| **Understanding**  **the world: Past and Present** |  | | | |  | | | |  | | | |  | | | | |  |
| **UTW: People, Culture and Communities.** |  |  | | |  | | | |  | | | |  | | | | |  |
| **UTW – The Natural World** | Know the signs of winter | | Know the signs of winter | | | Know the signs of winter | | | | Know the signs of winter | | | | Know the signs of winter | | | | Know the signs of winter |
| **UTW: The Natural World.** | ***Know the names of the four seasons.***  ***Know the ‘typical’ type of weather for each season.***  *Know a wider range of vocabulary to describe the same type of weather. E.g. cold-chilly-frosty-freezing* | | ***understand the effect of changing seasons on the natural world around them.*** E.g. seasonal changes to trees/plants; very cold weather can cause water to freeze, warmer weather will cause ice to melt. | | | ***Know the names of the four seasons.***  ***Know the ‘typical’ type of weather for each season.***  *Know a wider range of vocabulary to describe the same type of weather. E.g. cold-chilly-frosty-freezing*  ***Explore the natural world around them.*** | | | | ***Know the names of the four seasons.***  ***Know the ‘typical’ type of weather for each season.***  *Know a wider range of vocabulary to describe the same type of weather. E.g. cold-chilly-frosty-freezing*  ***Explore the natural world around them.***  ***Describe what they see, hear and feel whilst outside.*** | | | | ***Know the names of the four seasons.***  ***Know the ‘typical’ type of weather for each season.***  *Know a wider range of vocabulary to describe the same type of weather. E.g. cold-chilly-frosty-freezing*  ***Explore the natural world around them.***  ***Describe what they see, hear and feel whilst outside.***  Use a wide topic vocabulary to describe what they experience with their senses. | | | | ***Know the names of the four seasons.***  ***Know the ‘typical’ type of weather for each season.***  *Know a wider range of vocabulary to describe the same type of weather. E.g. cold-chilly-frosty-freezing*  ***Explore the natural world around them.***  ***Describe what they see, hear and feel whilst outside.***  Use a wide topic vocabulary to describe what they experience with their senses. |
| **Expressive Art and Design: Creating with materials.** | Know how to improve models (scrunch, twist, fold, bend, roll).  Know how to secure boxes, kitchen rolls,decorate bottles. | | | Know how to improve models (scrunch, twist, fold, bend, roll).  Know how to secure boxes, kitchen rolls,decorate bottles. | | | Know how to improve models (scrunch, twist, fold, bend, roll).  Know how to secure boxes, kitchen rolls,decorate bottles. | | | | | Know how to improve models (scrunch, twist, fold, bend, roll).  Know how to secure boxes, kitchen rolls,decorate bottles. | | | | Know how to improve models (scrunch, twist, fold, bend, roll).  Know how to secure boxes, kitchen rolls,decorate bottles. | | Know how to improve models (scrunch, twist, fold, bend, roll).  Know how to secure boxes, kitchen rolls,decorate bottles. |
| **EAD: Being imaginative and expressive.** | Invent, adapt and recount narratives and stories with my peers and my teacher. | | | Invent, adapt and recount narratives and stories with my peers and my teacher. | | | Make use of props and materials when role playing characters and narratives.  Invent, adapt and recount narratives and stories with my peers and my teacher. | | | | | Invent, adapt and recount narratives and stories with my peers and my teacher.  Make use of props and materials when role playing characters and narratives. | | | | Invent, adapt and recount narratives and stories with my peers and my teacher.  Make use of props and materials when role playing characters and narratives. | | Invent, adapt and recount narratives and stories with my peers and my teacher.  Make use of props and materials when role playing characters and narratives. |
| **Special Events**  **British/ Values** | 6th January  Feast of the Ephiphany |  | | | **23rd January – National Handwriting day** | | | |  | | | |  | | | | | | |  |