



St Patrick's
Catholic Voluntary Academy

ST PATRICK'S CATHOLIC PRIMARY & NURSERY VOLUNTARY ACADEMY

HALF TERM: Advent 1

TEACHER: JC

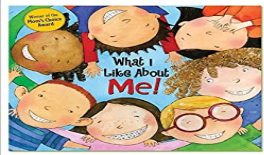

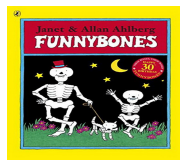
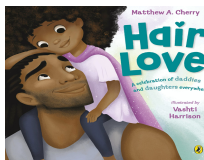
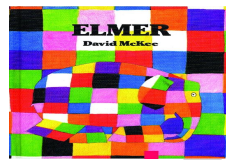

Teaching Assistant: EF

YEAR GROUP: FS2



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TOPIC TITLE: Marvellous Me

| | Week 1: 06.09.21 Book Focus: What I like about me.  | Week 2: 13.09.21 Book Focus: Families, families, families  | Week 3: 20.09.21 Book Focus: Funny Bones  | Week 4: 27.09.21 Book Focus: Hair love.  | Week 05: 04.10.21 Book Focus: Elmer  | Week 6: 11.10.21 Book Focus: The colour monster  |
|----------------|--|---|---|---|---|---|
| RE | Myself Explore: The importance of my name | Myself Reveal: God who knows and loves me. God who knows my name | Myself Focus week 1: God knows and loves me. God knows my name. | Myself Focus week 2: God loves me. | Welcome Explore: Celebration of welcome into school. | Welcome Reveal: How we welcome people into a family. |
| Special Events | This Is Me - Children to share photos of their families | | First Mass of the New Term | Harvest Festival and CAFOD Family Fast Day | Family stay and play day | |
| British Values | <p>Individual liberty</p> <ul style="list-style-type: none"> Providing opportunities for risk taking such as obstacle courses, climbing frame, opportunities to explore new activities, for children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities. Encouraging a range of experiences that allow children to explore the language of feelings and responsibility, reflect on their differences and understand everyone is free to have different opinions. Providing activities and opportunities such as mixing their own colours for leaf painting and taking part in races on the setting's sports day. This helps children to develop a positive sense of themselves and increases their confidence and own abilities. Having group discussions about how the children may feel about the activities they did today or the story at story time. Allow them to voice their own feelings and understand that they are free to have different opinions. | | | | | |



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| The Characteristics of Effective Teaching and Learning: | Playing and exploring | Realise that their actions have an effect on the world, so they want to keep repeating them | | Guide their own thinking and actions by talking to themselves while playing. For example, a child doing a jigsaw might whisper under their breath: "Where does that one go? - I need to find the big horse next." | | | Bring their own interests and fascinations into early years settings. This helps them to develop their learning. |
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| | Active learning | | Participate in routines, such as going to their cot or mat when they want to sleep | | Begin to correct their mistakes themselves. For example, instead of using increasing force to push a puzzle piece into the slot, they try another piece to see if it will fit | | |
| | Creating and thinking critically | Take part in simple pretend play. For example, they might use an object like a brush to pretend to brush their hair, or 'drink' from a pretend cup. | | Concentrate on achieving something that's important to them. They are increasingly able to control their attention and ignore distractions | | Solve real problems: for example, to share nine strawberries between three friends, they might put one in front of each, then a second, and finally a third. Finally, they might check at the end that everyone has the same number of strawberries. | |



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| Communication and language | Engage in story times. | Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary | Learn rhymes, poems and songs. Listen carefully to rhymes and songs, paying attention to how they sound. | Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Develop social phrases. | Ask questions to find out more and to check they understand what has been said to them. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words | Connect one idea or action to another using a range of connectives Learn new vocabulary |
| Personal, Social and Emotional Development | | Manage their own needs | | See themselves as a valuable individual | | Express their feelings and consider the feelings of others |
| Physical Development | Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes - personal hygiene | Revise and refine the fundamental movement skills they have already acquired: rolling / crawling / walking/ jumping / running / hopping / skipping Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. | Develop coordination to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Further develop and refine a range of ball skills including kicking and passing | Develop agility to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. | Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian | Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group |



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| Literacy | Read individual letters by saying the sounds for them. | Read individual letters by saying the sounds for them. | Form lower-case and capital letters correctly. | Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. | Blend sounds into words, so that they can read short words made up of known letter- sound correspondences. | Spell words by identifying the sounds and then writing the sound with letter/s. |
| Mathematics | Count objects, actions and sounds. Link the number symbol (numeral) with its cardinal number value | Subitise | Compare numbers. | Continue, copy and create repeating patterns. | Explore the composition of numbers to 10. | Compare length, weight and capacity. |
| Understanding the world | | Talk about members of their immediate family and community. Name and describe people who are familiar to them. | Understand that some places are special to members of their community. | Recognise that people have different beliefs and celebrate special times in different ways. | Explore the natural world around them. | Comment on images of familiar situations in the past. |
| Expressive Arts and Design | | Return to and build on their previous learning, refining ideas and developing their ability to represent them. | | Watch and talk about dance and performance art, expressing their feelings and responses | | Develop storylines in their pretend play |