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| Class 1  Curriculum overview 2020/2021  Year A | | | | | | | | | |
|  | | | | Autumn term | | Spring term | | Summer term | |
| **Topics** | | | | Topic 1  Location, Location, Location | Topic 2  Marvellous me | Topic 3  Journeys | Topic 4  On the farm | Topic 5  Exploring in the garden | Topic 6  Oh I do like to be beside the Seaside |
| **Visit/Event/ Festival** | | | | -Local walk  -Visit to Glossop/ Pizza express | | -Visit a train station?  -Farm animals to visit school  -Visit from a farmer | | -Forest school- Mini beast day  -Trip? | |
| **Enrichment/ECO**  **/Safety/Outdoors**  **/Special Day/**  **Festival etc.** | | | | -Walk to school week  -Anti-bullying week  -Children in Need  -Harvest Service  Christmas Service | | -Fairtrade Fortnight  -Sport Relief  -Mother’s Day  -Easter Service | | -St George’s Day  -Father’s Day  -Leaver’s Service | |
| Areas of the EYFS curriculum | | | | | | | | | |
| **Prime areas** | **Communication and language** | | | ***Throughout the year the children will:***   * Learn to speak with confidence during circle/carpet times * Learn to listen and respond appropriately with relevant comments, questions or actions * Use appropriate story language to re-enact/re-tell simple and familiar stories * Learn new vocabulary relating to topics   Learn how to play Chinese whispers | | | | | |
| **Personal, social and emotional development** | | | **SEAL: New beginnings**  Classroom routines and rules (discuss how it makes adult feel)  Support children in making friends | **SEAL: Getting on and falling out**  How to deal with anger e.g. when someone has taken a toy  Anti-bullying week  Bonfire night safety | **SEAL: Going for Goals**  Board Games – taking turns – snakes and ladders/ supermarket game/ fishing for numbers – can they invent their own board game with rules | **SEAL: Good to be me**  Feelings – looking at facial expression | **SEAL: Relationships**  Kim’s game/ memory games | **SEAL: Changes**  Transition to year 1  Discuss how they could help next year’s Reception class |
|  | | **Physical development** | **Nursery** | Beginning to show a preference for a dominant hand.  -Turning pages in a book, several at once.  -Beginning to run safely on whole foot.  -Beginning to drink from a cup without spilling.  -Communicating their need to use the toilet. | -Begin to use three fingers (tripod grip) to hold writing tools.  -Beginning to kick a large ball.  -Showing control over holding and using jugs to pour, hammers, books and mark-making tools.  - Beginning to recognise danger.  -Help with dressing themselves. | -Can draw lines and circles using gross motor movements.  -Moving safely in a range of ways.  - Begin to be independent with self-care.  -Washing and drying their own hands. | -Uses one-handed tools and equipment eg. cutting snips in paper using scissors.  -Using alternate feet to mount stairs, steps or climbing equipment. | -Runs skilfully and negotiates space successfully.  -Hold pencil correctly and uses it with good control. | -Can copy some letters from their name.  -Can catch a large ball.  -Dresses with some help.  -Understands that equipment and tools have to be used safely. |
| **Reception** | -Understanding different dangers in the environment – staying safe.  -Managing own personal hygiene  -Pencil control: Following patterns and forming some of the letters in my name. | -Parachute and ring games  -Pencil control: Letter formations (with focus on s,a,t,p,i,n) air writing.  -Learning to write my name  -Learning how we stay healthy, including looking at healthy eating. | -Explore different ways of travelling.  -Exploring coordination and balancing.  -Learn how to become more independent with dressing. | -Learning how to explore how to control objects. Eg. kicking, catching and pushing a ball. | -Beginning to write simple sentences, forming letters correctly. | -Learning how to be safe in the sun.  -Learn how to coordinate themselves in a range of team games. |
| **Specific areas** | | **Literacy** | **Nursery** | **Nursery rhyme focus- Twinkle, twinkle little star**  -Identify their favourite stories and nursery rhymes. | **Nursery rhyme focus- All about me rhyme**  -Repeats words or phrases from familiar stories/ nursery rhymes. | **Nursery rhyme focus- The wheels on the bus**  -Listens and joins in with repeated refrains in rhymes and stories.  - Beginning to distinguishes between the marks they make. | **Nursery rhyme focus- Old Macdonald had a farm**  -Recognise rhyme in spoken words.  - Suggests how a story may end. | **Nursery rhyme focus-Incy wincy spider**  -Looks at books independently.  -Holds books the correct way up and turns pages.  -Gives some meaning to marks as they paint and draw them. | **Nursery rhyme focus-**  **The owl and the pussy cat**  -Describe main events, settings and characters in a story.  -Recognise own name and familiar signs.  -Know print holds meaning. |
| **Reception** | **Book list:**  **- A house that once was by Julie Fogliano.**  **-The Three Little Pigs**  Book talk and inference questions to further understanding.  -Recognising own name  -Julia Donaldson rhyming books – learning to continue a rhyming string and look at how alliteration is used.  -Understand how to hold a book correctly and telling stories through pictures.  -Begin to learn blending and segmenting skills, to reading cvc words. | **Book list:**  **-Only one you by Linda Kranz**  **-Elmer by David Mckee**  **-Can I Build Another Me? By Shinsuke Yoshitake**  **-Oliver’s vegetables/Fruit salad by Alison Barnett**  -Copy the letter from my name  -Understand the difference between fiction and non-fiction  -Sequencing pictures from familiar stories  -Writing Christmas cards/letters to Santa  Individual readers – introduce scheme books | **Book list:**  **-Naughty Bus by Jan and Jerry Oke**  **-Mrs Armitage on Wheels by Quentin Blake**  **-Journey by Aaron Becker**  -Beginning to read words and simple sentences.  -Learn how to use finger spaces within writing.  -Beginning to write labels and lists. | **Book list:**  **-Squash and a squeeze by Julia Donaldson**  **-Farmer duck by Martin Waddell**  -Write simple sentences on what you might see on a farm.  -Use verbs to describe what animals do.  -Begin to read words and simple sentences. | **Book list:**  **-Mad about Mini beasts by Giles Andreae & David Wojtowycz**  **-Super worm by Julia Donaldson**  **-The Very Hungry Caterpillar.**  -Use non-fiction books to find answers to our questions.  -Make a class non-fiction book about minibeasts. | **Book:**  **-The Lighthouse Keeper’s Lunch by Ronda Armitage & David Armitage**  **-Secrets of the Seashore by Carron Brown & Alyssa Nassner**  -Seaside poetry  -Write a message in a bottle.  -Make a book about ‘My time in reception.’  -Read some common exception words.  -Read and understand simple sentences. |
| **Phonics** | **Nursery** | **Phase 1-Aspect 1-General sound discrimination- environmental sounds**  - The aim is to raise children's awareness of the sounds around them and to develop their listening skills.  - Activities include: listening walks, drumming on different items outside and comparing the sounds, sounds lotto games and making shakers. | **Phase 1-Aspect 2-General sound discrimination - instrumental sounds**  -The aim is to develop children's awareness of sounds made by various instruments and noise makers.  -Activities include: comparing and matching sound makers, playing instruments alongside a story and making loud and quiet sounds. | **Phase 1-Aspect 3-General sound discrimination - body percussion**  -The aim is to develop children's awareness of sounds and rhythms.  -Activities include: singing songs and action rhymes, listening to music and developing a sounds vocabulary. | **Phase 1-Aspect 4 Rhythm and rhyme**  -The aim is to develop children's appreciation and experiences of rhythm and rhyme in speech.  -Activities include: rhyming stories, rhyming bingo, clapping out the syllables in words and odd one out. | **Phase 1-Aspect 5**  **Alliteration**  -The aim is on initial sounds of words, with activities including I-Spy type games and matching objects which begin with the same sound.  **Aspect 6 - Voice sounds**  -The aim is to distinguish between different vocal sounds and to begin oral blending and segmenting. Activities include Metal Mike, where children feed pictures of objects into a toy robot's mouth and the teacher sounds out the name of the object in a robot voice - /c/-/u/-/p/ cup, with the children joining in. | **Phase 1-Aspect 7**  -This aspect, the main aim is to develop oral blending and segmenting skills.  -To practise oral blending, the teacher could say some sounds, such as /c/-/u/-/p/ and see whether the children can pick out a cup from a group of objects. For segmenting practise, the teacher could hold up an object such as a sock and ask the children which sounds they can hear in the word sock.  -The activities introduced in Phase 1 are intended to continue throughout the following phases, as lots of practice is needed before children will become confident in their phonic knowledge and skills. |
| **Reception** | **Phase 2 Letters and Sounds**  As soon as each set of letters is introduced, children will be encouraged to use their knowledge of the letter sounds to blend and sound out words. For example, they will learn to blend the sounds s-a-t to make the word sat. They will also start learning to segment words. | | | **Phase 3 Letters and Sounds**  By the time they reach Phase 3, children will already be able to blend and segment words containing the 19 letters taught in Phase 2.  Over the twelve weeks which Phase 3 is expected to last, twenty-five new graphemes are introduced (one at a time). | | |
| **Mathematics** | **Nursery** | -Uses some language of quantity.  -Recites some number names in sequence.  -Select small number of objects from a group.  -Uses some number names and number language spontaneously. | -Make comparisons between quantities.  -Learning to say number names in order.  -Uses some number names accurately in play.  -Learn and use language of size e.g. big/small.  -Notice simple patterns and shapes in pictures. | -Recite number names to 10.  -Show an interest in numbers in the environment.  -Know that a group changes in quantity when something is added or taken away.  -Begin to categorise objects according to properties such as shape or size. | -Recites numbers in order to 10.  -Beginning to match numeral and quantity correctly.  -Realise that anything can be counted.  -Use and understand positional language e.g. next to/behind.  -Show an interest in shapes by talking about shapes. | -Knows that numbers identify how many objects are in a set.  -Matches numeral and quantity correctly.  -Begin to represent numbers using fingers or marks.  -Use shapes appropriately for tasks -Show an awareness of similarities of shape. | -Compares two groups of objects, saying when they have the same number.  -Shows an interest in number problems Talk about the shapes of everyday objects. |
|  | **Reception** | -Counting rhymes  -Counting aloud 0-10 and back  -Number recognition (door numbers and numbers in our local environment)  -1-1 correspondence when counting objects | -Addition using fingers  -Find one more/one less than  -Counting to 20 and back  -2D shapes- Making a village using 2D shapes.  -Ordering numbers 0-10 | -Teen numbers-Making a car park and numbering the parking spots.  -Addition and Subtraction using fingers and number lines  -Counting to 30  -Counting in 10’s- using songs and rhymes. | -Number bonds to 10  -Capacity (using water to give to farm animals)  -Addition and Subtraction using number lines and counting in head  -3D shapes- Making a farm using 3D shapes.  -Count to 50 | -Positional language – using bee-bots  -Using the 100 square  -Count to 100  Counting in 2’s  -Odd/Even numbers  -Money – coin recognition- Children use money in a Garden centre roll play.  -Time- The bad tempered lady bird book.  -Symmetry-Butterflies | -Representing data- bar charts (using 2simple software) tally charts. Children to make their own surveys.  -Counting in 5’s  -Money – simple additions and subtraction, using an ice cream role play shop. |
| **Understanding the World**  *I’ve linked 3 little pigs to science – materials and houses, also put the visit to the new building site- could have a Forest School Day joint?*  *I’ve chosen Glossop- because of pizza express/manor park day? KS2 look at Manchester I think?* | | -Technology -Introduction to computers – logging on in  navigating programs purple mash, active learn.  - Learn about my local environment and where I live. Looking closely at Tintwsitle and Manchester and their similarities and differences.  -Science- The best materials to build a house. | Technology– firework pictures  -Learn about Diwali – festival of lights.  -Growth-find out about past events in their life. | Technology– using a CD player  -Learning all about Chinese New Year  Shrove Tuesday.  -Learn about different modes of transport and when and who uses them. | Technology – using the keyboard (spacebar, backspace, number pad/keys, letters, shift)  -Learn about farm animals and their babies.  -Growing fruit, vegetables and plants-observe growth and changes over time. | Technology – using bee-bots  -Learn the life cycle of Caterpillars/ butterflies and Eggs/chicks- class caterpillars to observe other time.  - Explore mini beasts and nature in the garden, children to use iPads to take photographs.  -Learn the ugly bug ball song. | Technology – Seaside Photography  -Looking at what seaside holidays were like in the past.  Science- Floating and sinking. Make a waterproof boat which floats. |
| **R.E.** | | **Good News**  What is good news? What good news stories do we find in the Bible? | **Christian Community**  What is the church?  Why is the local church linked to our school? | **Kingdom of God**  What kind of king might Jesus have been? | **Forgiveness**  Why do people say sorry? Why do Christians say ‘it doesn’t matter’ when people make mistakes? | **Discipleship**  Why did the first disciples change their lives when they met Jesus? | **Holy Spirit**  What do Christians say the Holy Spirit is like? |
| **Expressive arts and design** | | -Picasso - Self portraits  -Music – finding a voice (learn lots of new songs/sing with confidence). | -Fruit faces- Giuseppe Arcimboldo  -Painting pebbles from the book ‘Only one you’.  -Firework pictures  -Making Diwali lanterns.  -Christmas play- learning a song and dance.  Music – use instruments to make firework sounds. | -Dance studio – responding to music through dance.  -Music – Learn about rhythm and pulse in songs. | -Mother’s day cards  -Learn and perform a mother’s day song.  -Music – exploring instruments how many sounds can one instrument make and louder/quieter/fast/slow). | Colour Mixing-Kandinsky  Music - learn how to play simple songs on the xylophone/ metallaphone.  -Use purple mash to compose music. | -Decorate sea shells.  -Father’s day cards –-Learn and perform a Father’s day song.  -Music – making up compositions.  -Van Gough- finger painting. |
| **Role plays** | | | | -Home corner | -Home corner  -Christmas home corner  -Santa’s workshop (construction area) | -Train station/ ticket office | -Farm shop and tea room | -Mini beast investigation lab  -Garden centre | -Beach shop  -Ship |