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| Class 1  Curriculum overview 2021/2022  Year B | | | | | | | | |
|  | | | Autumn term | | Spring term | | Summer term | |
| **Topics** | | | Topic 1  Around the world | Topic 2  Marvellous me | Topic 3  Once upon a time… | Topic 4  To infinity and beyond | Topic 5  Sailing the seven seas | Topic 6  Superheroes |
| **Visit/Event/ Festival** | | | - Whole school ‘world’ hook day  - Local walk | | - Royal ball  - Rocket launch | | -Invite ‘people who help us in’ Visit from police/fire/ambulance  -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**  **PSHE Matters Scheme** | | **Being Me**  Nursery  -Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.  -Develop their sense of responsibility and membership of a  community.  Reception  -See themselves as a valuable individual. | **Bulling Matters**  Nursery  -Find solutions to conflicts and rivalries. For example,  accepting that not everyone can be Spider-Man in the game,  and suggesting other ideas.  Reception  -Build constructive and respectful relationships | **Growing up**  Nursery  -Be increasingly independent in meeting their own care needs,  e.g brushing teeth, using the toilet, washing and drying their  hands thoroughly.  • Make healthy choices about food, drink, activity and  toothbrushing.  Reception  -Manage their own needs.  - Personal hygiene  -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. | **Exploring Emotions**  Nursery  -Develop appropriate ways of being assertive.  -Talk with others to solve conflicts.  -Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’  or ‘worried’.  • Understand gradually how others might be feeling  Reception  -Express their feelings and consider the feelings of others.  -Identify and moderate their own feelings socially and emotionally. | **Money Matters**  Nursery  -Play with one or more other children, extending and  elaborating play ideas.  Reception  -Think about the perspectives of others. | **Changes**  Nursery  -Become more outgoing with unfamiliar people, in the safe  context of their setting.  -Show more confidence in new social situations.  -Increasingly follow rules, understanding why they are  important.  -Remember rules without needing an adult to remind them.  Reception  -Show resilience and perseverance in the face of challenge. |
|  | | ELG  Self-Regulation  -Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.  -Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.  -Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.  Managing Self  -Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.  -Explain the reasons for rules, know right from wrong and try to behave accordingly.  -Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. Building Relationships  -Work and play cooperatively and take turns with others.  -Form positive attachments to adults and friendships with peers.  -Show sensitivity to their own and to others’ needs. | | | | | |
| **Physical development** | **Nursery** | -Continue to develop their movement, balancing,  riding (scooters, trikes and bikes) and ball skills.  -Go up steps and stairs, or climb up apparatus, using  alternate feet.  -Skip, hop, stand on one leg and hold a pose for a  game like musical statues.  • Use large-muscle movements to wave flags and  streamers, paint and make marks. | -Start taking part in some group activities which they  make up for themselves, or in teams.  -Increasingly able to use and remember sequences  and patterns of movements which are related to  music and rhythm | -Match their developing physical skills to tasks  and activities in the setting. For example, they decide whether to crawl, walk or run across a plank,  depending on its length and width. | -Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.  -Collaborate with others to manage large items,  such as moving a long plank safely, carrying large hollow blocks. | -Use one-handed tools and equipment, for example,  making snips in paper with scissors.  -Use a comfortable grip with good control when holding pens and pencils.  -Show a preference for a dominant hand. | -Be increasingly independent as they get dressed  and undressed, for example, putting coats on and  doing up zips. |
| **Reception** | -Revise and refine the fundamental movement skills they have already acquired: rolling, walking, running, skipping, crawling, jumping, hopping and climbing.  -Progress towards a more fluent style of moving, with developing control and grace. | -Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.  -Develop their small motor skills so that they can use a range of tools competently, safely and  confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.  -Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. | -Combine different movements with ease and fluency.  -Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.  - Develop overall body-strength, balance, co-ordination and agility.  -Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming. | -Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.  -Develop the foundations of a handwriting style which is fast, accurate and efficient.  • Further develop the skills they need to manage the school day successfully:  - lining up and queuing  - mealtimes | ELG  Gross Motor skills  -Negotiate space and obstacles safely, with consideration for themselves and others.  -Demonstrate strength, balance and coordination when playing.  - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing    Fine Motor skills  -Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.  -Use a range of small tools, including scissors, paintbrushes and cutlery.  -Begin to show accuracy and care when drawing. | |
| **Specific areas** | **Literacy** | **Nursery** | Birth to Three  -Enjoy songs and rhymes, tuning in and paying attention.  -Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.  -Say some of the words in songs and rhymes.  -Copy finger movements and other gestures.  -Sing songs and say rhymes independently, for example, singing  whilst playing. | Birth to Three  -Enjoy sharing books with an adult.  - Pay attention and respond to the pictures or the words.  -Have favourite books and seek them out, to share with an adult, with another child, or to look at alone.  -Repeat words and phrases from familiar stories.  -Ask questions about the book. Makes comments and shares their own ideas.  -Develop play around favourite stories using props.  -Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. | Birth to Three  -Enjoy drawing freely.  -Add some marks to their drawings, which they give meaning to. For  example: “That says mummy.”  -Make marks on their picture to stand for their name. | Three to Four year olds  -Understand the five key concepts about print:  - print has meaning  - print can have different purposes  - we read English text from left to right and  from top to bottom  - the names of the different parts of a book  - page sequencing. | Three to Four year olds  -Develop their phonological awareness, so that they can: - spot and suggest rhymes.  -Count or clap syllables in a word - recognise words with the same initial sound, such as money and mother.  -Engage in extended conversations about stories, learning new vocabulary. | Three to Four year olds  **-**Use some of their print and letter knowledge in  their early writing. For example: writing a pretend  shopping list that starts at the top of the page;  writing ‘m’ for mummy.  -Write some or all oftheir name.  -Write some letters accurately |
| **Reception** | **Book list:**  **- Here we are by Oliver Jeffers**  **-Handa’s Surprise by Eileen Browne**  **-My granny went to the market by Stella Blackstone**  **-All around the world by Geraldine Cosneau**  -Read individual letters by saying the sounds for them.  •-Blend sounds into words, so that they can read short words made up of known letter sound correspondences. | **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**  -Read some letter groups that each represent one sound and say sounds for them.  -Read a few common exception words matched to the school’s phonic programme. | **Book list:**  **-Gingerbread man**  **-Jack and the Beanstalk**  **-Goldilocks**  **-The Queen’s knickers**  **-The Three Little Pigs**  -Read simple phrases and sentences made up of words with known letter-sound  correspondences and, where necessary, a few exception words.  -Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.  • Form lower-case and capital letters correctly. | **Book list:**  **-Aliens love underpants by Claire Freedman**  **The way back home by Oliver Jeffers**  **-How to catch a star by Oliver Jeffers**  -Spell words by identifying the sounds and then writing the sound with letter/s.  -Write short sentences with words with known letter-sound correspondences using a  capital letter and full stop.  -Re-read what they have written to check that it makes sense. | **Summer 1-Book list:**  **-Commotion in the ocean by Giles Andreae**  **-Rainbow Fish by Marcus Pfister**  **-The fish who could wish by John Bush**  **Summer 2-Book list:**  **-Jobs people do by Felicity Brooks**  ELG  Comprehension  -Demonstrate understanding of what has been read to them by retelling stories and  narratives using their own words andrecently introduced vocabulary.  -Anticipate (where appropriate) key events in stories.  -Use and understand recently introduced vocabulary during discussions about  stories, non-fiction, rhymes and poems and during role play.  Word Reading  -Say a sound for each letter in the alphabet and at least 10 digraphs.  -Read words consistent with their phonic knowledge by sound-blending.  -Read aloud simple sentences and books that are consistent with their phonic  knowledge, including some common exception words.  Writing  -Write recognisable letters, most of which are correctly formed.  • Spell words by identifying sounds in them and representing the sounds with a letter  or letters.  -Write simple phrases and sentences that can be read by others. | |
| **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 Little Wandle 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 Little Wandle 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** | -Develop fast recognition of up to 3 objects, without having to count  them individually (‘subitising’).  -Recite numbers past 5.  -Say one number for each item in order: 1,2,3,4,5.  -Know that the last number reached when counting a small set of  objects tells you how many there are in total (‘cardinal principle’). | • Show ‘finger numbers’ up to 5.  • Link numerals and amounts: for example, showing the right number of  objects to match the numeral, up to 5. | -Experiment with their own symbols and marks as well as numerals.  -Solve real world mathematical problems with numbers up to 5.  -Compare quantities using language: ‘more than’, ‘fewer than’.  -Talk about and explore 2D and 3D shapes (for example, circles,  rectangles, triangles and cuboids) using informal and mathematical  language: ‘sides’, ‘corners’; ‘straight’, ‘flat’, ‘round’. | -Understand position through words alone – for example, “The bag is  under the table,” – with no pointing.  -Describe a familiar route.  -Discuss routes and locations, using words like ‘in front of’  and ‘behind’ | -Make comparisons between objects relating to size, length, weight  and capacity.  -Select shapes appropriately: flat surfaces for building, a triangular  prism for a roof, etc.  -Combine shapes to make new ones – an arch, a bigger triangle, etc. | -Talk about and identifies the patterns around them. For example:  stripes on clothes, designs on rugs and wallpaper. Use informal  language like ‘pointy’, ‘spotty’, ‘blobs’, etc.  -Extend and create ABAB patterns – stick, leaf, stick, leaf.  -Notice and correct an error in a repeating pattern.  -Begin to describe a sequence of events, real or fictional, using words  such as ‘first’, ‘then...’ |
|  | **Reception** | -Count objects, actions and sounds.  -Subitise.  -Link the number symbol (numeral) with its cardinal number value. | -Count beyond ten.  -Compare numbers.  -Understand the ‘one more than/one less than’ relationship between consecutive numbers. | -Explore the composition of numbers to 10.  -Automatically recall number bonds for numbers 0–5 and some to 10.  -Select, rotate and manipulate shapes in order to develop spatial reasoning skills. | -Compose and decompose shapes so that children recognise a shape  can have other shapes within it, just as numbers can.  -Continue, copy and create repeating patterns.  -Compare length, weight and capacity. | ELG  Number  -Have a deep understanding of number to 10, including the composition  of each number.  -Subitise (recognise quantities without counting) up to 5.  -Automatically recall (without reference to rhymes, counting or other  aids) number bonds up to 5 (including subtraction facts) and some  number bonds to 10, including double facts.  Numerical Patterns  -Verbally count beyond 20, recognising the pattern of the counting system.  -Compare quantities up to 10 in different contexts, recognising when one  quantity is greater than, less than or the same as the other quantity.  -Explore and represent patterns within numbers up to 10, including evens | |
| **Understanding the World** |  | -Technology -Introduction to computers – logging on in  navigating programs purple mash, active learn.  - Learn about my world and where I live. Look at similarities and differences between different countries.  -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 the Queen and the royal family (British Values.) | Technology – using the keyboard (spacebar, backspace, number pad/keys, letters, shift)  -Learn about the solar system. Learn rhymes to remember the planet order.  -Learn about Neil Armstrong. Neil Armstrong mash cams on purple mash. | Technology – using bee-bots  -Learn about sea creatures and observe growth and changes over time.  -Researching sea creatures.  -Science- Floating and sinking. Make a waterproof boat which floats. | Technology –Photography  -Take photographs of people that help us and display them.  -Learn about different jobs and roles. |
|  | **Nursery** | Use all their senses in hands-on exploration of natural materials.  • Explore collections of materials with similar and/or different properties.  -Know that there are different countries in the world and talk about the  differences they have experienced or seen in photos.  • Begin to make sense of their own life-story and family’s history.  • Show interest in different occupations.  • Explore how things work.  Plant seeds and care for growing plants.  • Understand the key features of the life cycle of a plant and an animal.  • Explore and talk about different forces they can feel.  -Talk about what they see, using a wide vocabulary.  -Explore and talk about different forces they can feel.  -Talk about the differences between materials and changes they notice.  -Begin to understand the need to respect and care for the natural  environment and all living things. | | | | | |
|  | **Reception** | -Recognise some similarities and differences between life in this country and life in other countries.  -Explore the natural world around them.  -Talk about members of their immediate family and community.  -Name and describe people who are familiar to them..  -Describe what they see, hear and feel whilst outside.  -Recognise some environments that are different to the one in which they live.  -Understand the effect of changing seasons on the natural world around them.  Compare and contrast characters from stories, including figures  from the past.  • Draw information from a simple map. | | | | ELG  Past and Present  -Talk about the lives of the people around them and their roles in society.  -Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.  -Understand the past through settings, characters and events encountered in books read in class and storytelling.  People, Culture and Communities  -Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.  -Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.  - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.  The Natural World  -Explore the natural world around them, making observations and drawing pictures of animals and plants.  -Know some similarities and differences between the natural world around them and contrasting environments, drawing on their  experiences and what has been read in class.  -Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. | |
| **R.E.** | | **Good News**  What do Christians say God is like? | **Incarnation**  Why do Christians perform nativity plays at Christmas? | **Kingdom of God**  What kind of king might Jesus have been? | **Salvation**  Why do Christians put three crosses in an Easter garden?  Resurrection  How was Easter Day different from Good Friday? Why are Christians happy on Easter day**?** | **Creation**  c) What does the creation story teach Christians about God? | |
|  | | Understanding the World  -Understand that some places are special to members of their community.  -Recognise that people have different beliefs and celebrate special times in  different ways. | | | | | |
| **Expressive arts and design** | | -Picasso - Self portraits  -Music – finding a voice (learn lots of new songs/sing with confidence). | -Painting pebbles from the book ‘Only one you’.  Paul Klee- Block painting to make a village.  -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.  -Make ginger bread biscuits.  -Make porridge at Forest School. | -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.  -Jackson Pollet- Space art | Colour mixing-Kandinsky  Music - learn how to play simple songs on the xylophone/ metallaphone  -Use purple mash to compose music. | - Make job role badges/ hats to role play characters.  -Father’s day cards –-Learn and perform a Father’s day song.  -Music – making up compositions. |
| **Role play** | | | -Home corner | -Home corner  -Christmas home corner  -Santa’s grotto (construction area) | -Castle  -Gingerbread lady’s kitchen | -Space station  -Rocket | -Submarine | - Police/ Fire station  -Doctors |