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| **Curriculum Area** | **Autumn 1**  **Me and My World** | **Autumn 2**  **Let’s Celebrate!** | **Spring 1**  **Brrrr!** | **Spring 2**  **When I Grow Up!** | **Summer 1**  **Growing** | **Summer 2**  **Feeling hot, hot, hot!**  **Preparation for transition into Year 1** |
| **Literacy, PD, C&L, EAD**  (English) | *In Every House on Every Street* | *Stickman* | *Sneezy the Snowman* | *A Superhero Like You* | *The Extraordinary Gardener* | *The Night Pirates* |
| **Red Rose Phonics is taught as soon as the children start school** | | | | | |
| Daily opportunities to join in with storytelling and demonstrate understanding of what has been read, using new vocabulary and expressing ideas and feelings using full sentences.  Speaking and Listening opportunities planned daily. New vocabulary and language constantly introduced and modelled to children.  Phonics, reading and writing opportunities encouraged and developed daily in Continuous Provision (indoors and outdoors).  Fine Motor activities planned and used daily. | | | | | |
| **Maths** | **NCETM Mastering Number Programme followed**  **Additional activities planned in continuous provision to develop knowledge and understanding of pattern, measures, shape and space, as well as number** | | | | | |
| **Mastering Number**  Pupils will build on previous experiences of number from their home and nursery environments, and further develop their subitising and counting skills. They will explore the composition of numbers within 5. They will begin to compare sets of objects and use the language of comparison. Pupils will:  • identify when a set can be subitised and when counting is needed  • subitise different arrangements, both unstructured and structured, including using the Hungarian number frame  • make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills • spot smaller numbers ‘hiding’ inside larger numbers  • connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers  • hear and join in with the counting sequence, and connect this to the ‘staircase’ pattern of the counting numbers, seeing that each number is made of one more than the previous number  • develop counting skills and knowledge, including: that the last number in the count tells us ‘how many’ (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds  • compare sets of objects by matching  • begin to develop the language of ‘whole’ when talking about objects which have parts  **Pattern**   * Continuing an AB pattern * Copying an AB pattern * Make their own AB pattern * Spotting an error in an AB pattern * Identifying the unit of repeat * Continuing an ABC pattern * Continuing a pattern which ends mid unit * Make their own ABB, ABBC patterns * Spotting an error in an ABB pattern * Symbolising the unit structure * Generalising structures to another context or mode * Making a pattern which repeats around a circle * Making a pattern around a border with a fixed number of spaces * Pattern spotting around us | | **Mastering Number**  Pupils will continue to develop their subitising and counting skills and explore the composition of numbers within and beyond 5. They will begin to identify when two sets are equal or unequal and connect two equal groups to doubles. They will begin to connect quantities to numerals.  Pupils will:  • continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals • begin to identify missing parts for numbers within 5  • explore the structure of the numbers 6 and 7 as ‘5 and a bit’ and connect this to finger patterns and the Hungarian number frame  • focus on equal and unequal groups when comparing numbers  • understand that two equal groups can be called a ‘double’ and connect this to finger patterns  • sort odd and even numbers according to their ‘shape’  • continue to develop their understanding of the counting sequence and link cardinality and ordinality through the ‘staircase’ pattern  • order numbers and play track games  • join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers  **Measures**   * Recognising attributes * Comparing amounts of continuous quantities * Showing awareness of comparison in estimating and predicting * Comparing indirectly * Recognising the relationship between the size and number of units * Beginning to use units to compare things * Beginning to use time to sequence events * Beginning to experience specific time durations | | **Mastering Number**  Pupils will consolidate their counting skills, counting to larger numbers and developing a wider range of counting strategies. They will secure knowledge of number facts through varied practice.  Pupils will:  • continue to develop their counting skills, counting larger sets as well as counting actions and sounds  • explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame  • compare quantities and numbers, including sets of objects which have different attributes  • continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2  • begin to generalise about ‘one more than’ and ‘one less than’ numbers within 10  • continue to identify when sets can be subitised and when counting is necessary  • develop conceptual subitising skills including when using a rekenrek  **Shape & Space**   * Developing spatial awareness: experiencing different viewpoints * Developing spatial vocabulary * Shape awareness: developing shape awareness through construction * Representing spatial relationships * Identifying similarities between shapes * Showing awareness of properties of shape * Describing properties of shape * Developing an awareness of relationships between shapes | |
| **Understanding the World** | | | | | | |
| **The Natural World**  (Science) | Materials – natural materials (collect, name, describe, sort, use in pictures), learn to investigate using our senses; recycling materials  Humans – describe self (body parts and senses) & family; how to look after self (healthy eating, exercise, dental health, screen time) Story - Oliver’s Fruit Salad / Oliver’s Vegetables | Forces – floating / sinking | Materials – changing state - freezing & melting (ice cubes); make hot chocolate;  liquid to solid - make pancakes  Story – Mr Wolf’s Pancakes  Animals – (cold) habitats & migration | Living Things & Their Habitats – plants & animals in school grounds and in contrasting environment (Countryside - Bring Yer Wellies trip)  Make Bug Hotel | Living Things & Their Habitats – plants & animals in school grounds and local area  Draw plants and animals (beans, daffodils, caterpillars, butterflies, frog spawn, tadpoles). Hatch caterpillars Story – The Hungry Caterpillar and grow bean plants Story – Jack and the Beanstalk | Animals - hot habitats Story – Handa’s Surprise  Seaside (UK)  Forces - floating / sinking  Shadows |
| **Seasons – weather, seasonal changes in the natural world (e.g. trees, plants, animals, habitats, daylight) and human changes (clothing, habits) will be regularly observed and discussed, along with appropriate vocabulary. Children walk to Victoria Park in every season to observe seasonal changes and name plants and animals they see in the local area. Throughout the year, children explore the world around them using all their senses.** | | | | | | |
| **The Natural World and People, Culture & Communities**  (Geography) | Local Area – the school environment, where they live, journey to school (map)  Children’s Families Around the World – discuss photos / videos of these countries (map)  Story – All Are Welcome |  | Cold Places – North / South pole habitats |  | Migration – where did children’s families come from? (Map) Story – Welcome  Story - The Journey Home | Hot Places – jungle / rainforest habitats  Story – Handa’s Surprise |
| **Stories chosen throughout the year to show the differences in the lives of people in this country and in other countries.**  **Children encouraged to talk about their families in other countries and family members invited into school to talk about their lives in other countries** | | | | | | |
| **Past & Present**  (History) | Significant People/Events & Childhood - How the children have changed over time – simple time line and family tree Story – My Two Grannies | Significant People/Events  Remembrance (timeline)  The Nativity story (timeline) |  | Significant People Who Help Us (Achievement & Legacy) People who help us in the local area – (their roles in society) – including photos and artefacts from when their teachers were children Story – When I Grow Up | Migration – where did children’s families come from? (Map) Story – Welcome | Significant People/Events  Look back over the year and use the floorbook to help to  describe special events in their lives so far |
| **Stories, photos and artefacts chosen throughout the year to help children to develop an understanding of the past** | | | | | | |
| **People, Culture & Communities**  (RE) | Our families  Diwali | How, what and why the children celebrate in their homes and communities  Hallowe’en Story - Room on the Broom  Christmas - Nativity | Chinese New Year  Lent  Special stories and special messages we can learn from them | People in the local community  Ramadan  Eid al-Fitr  Easter | What is special about our world?  Eid al-Adha |  |
| **Visits from people of different faiths.**  **Stories chosen throughout the year to show the differences in families and faiths.**  **Spirituality is nurtured throughout the year as children learn about nature, feelings, responses to music and art and their awe and wonder about the world around them** | | | | | | |
| **Expressive Arts & Design**  **Children encouraged to regularly share their creations and explain the processes used** | | | | | | |
| **Creating with Materials**  (Art) | Drawing – draw half of their face to match photo of one half; observational stick drawing  Artist study – Mackenzie Thorpe  Christmas cards, calendars, Christmas decoration (3d art) | | Plasticine Printmaking – printing with various materials.  Observational drawings of plants and animals  Colour mixing | | 3d Art – make 3d faces.  Artist study - Picasso | |
| **Throughout the year, children are taught skills and given the opportunity to practise using different materials, tools and techniques** | | | | | | |
| **Creating with Materials**  (D&T) | Cut wood to make decorations  Diwa Lamps out of clay  Christmas decorations  Food & Nutrition **-** make fruit salad | | Paper manipulation – fold, rip, scrunch, curl, cut  Food & Nutrition - make pancakes Story – Mr Wolf’s Pancakes | | Food & Nutrition - make coconut sweets for Eid  Make a boat | |
| **Throughout the year, children are taught skills and given the opportunity to practise using different materials, tools and techniques** | | | | | | |
| **Being Imaginative & Expressive**  (Music) | **Wake and Shake provides opportunities to move in time with music; children perform songs together during weekly music lessons and in the Nativity play. They join in with storytelling on a daily basis and perform rhymes and poems together. Children make up their own stories and songs and use instruments independently in continuous provision.** | | | | | |
| Charanga - Me | Charanga – My Stories  Nativity songs | Charanga - Everyone | Charanga – Our World | Charanga – Big Bear Funk | Charanga – Reflect, Rewind and Replay |
| **Other Areas** | | | | | | |
| **Computing & Online Safety** | **During weekly computing lessons, children learn about staying safe online**  **ICT is also used in other areas of the curriculum** | | | | | |
| Using a mouse | Using a keyboard | Sound | Images, Video & Animation | Text & Multimedia | Digital Research |
| **Physical Development**  (PE) | Fundamental Movement Skills | FMS - Castles | FMS – How to Catch a Star | FMS - Transport | FMS – Jack and the Beanstalk | FMS - Seaside |
| **Throughout the year, children’s gross motor skills are developed in our outdoor areas** | | | | | | |
| **PSED**  (PSHE)  **British Values** | Our school values, EYFS curriculum, rules and classroom environment promote all aspects of PSED. Children are taught to share, take turns and follow the class rules. They are taught to listen attentively and respond appropriately; how to understand their own and others feelings, make friendships and manage their own basic hygiene needs. Class rules and our school values promote the British Values. Books read to children promote diversity and inclusion and prompt discussions around Protected Characteristics. | | | | | |
| **Enhancements** | Autumn Walk – Victoria Park  Trip to Outdoor Elements | Hallowe’en Party  Nativity Performance  MADD week  Christmas Party | Winter Walk – Victoria Park | Visits from firefighter, police and paramedic  Eid party | Caterpillars  Spring Walk – Victoria Park | Summer Walk – Victoria Park  Trip to Bring Yer Wellies  Eid party |