Curriculum overview 2024-2025	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	**All about Me** **Nursey Rhymes** **Little Red Hen**	**Autumn** **Pets** **Christmas**	**Winter** **Let's Travel and Explore** **People who help us**	**Supertato** **We're Going on a Bear Hunt**	**Sow and Grow**	**Down on the farm** **Summer Fun**
Texts	Hairy McClary Nursery Rhymes – Jack and Jill, Humpty Dumpty Rosie's Walk Little Red Hen Little Red Hen makes a pizza	Leaf Man Dear Zoo Stickman Elmer	Naughty Bus Train Ride Mr Gumpy's Outing	Supertato We're Going on a Bear Hunt Goldilocks and the 3 bears	Jack and the Beanstalk Oliver's Vegetables The very Hungry Caterpillar	Farmer Duck Duck in the truck What the ladybird heard What the Ladybird heard at the Seaside
celebrations	Harvest Diwali	Christmas	Mother's Day Chinese New Year	World book day Easter		Father's Day
Enrichment	Bread making Portrait Harvest sing along with parents/ carers	Autumn walk Bring in pictures of their pets and produce a pet art gallery. Sharing time with families to create an animal collage. Make videos of their pets Xmas performances Entrepreneurial week. Father Christmas visit	Parents in to share their professions. Dress up in National dress/ food tasting. Teddy Bear Hospital	Teddy bears picnic	Planting beans	Caterpillars to butterflies – watching this life cycle Visit from the farm

Prime Areas	**Communication and language**	I know how to sit on the carpet and know why the carpet rules help me to listen. I know the names of the adults in the classroom. I know how to answer the register and order my dinner using my voice or by signing. I know how to have a to and fro conversation by listening and responding to what others say. Sometimes I need prompting with this. I know that it is polite to respond and answer someone when they speak to me. I know that I can express what I know by verbally sharing it with others.	I know how to articulate my ideas and thoughts by speaking in full sentences. I know how to show I am listening to others by eye contact, gesture and my response. I know that asking a question will help me find out more. I know how to use the correct vocabulary linked to the current and previous topic to give an explanation. I know to use vocabulary learned from teaching in my play. Continue –I know that asking a question will help me find out more and can actively as questions to further my knowledge.	I know 6 familiar stories that I can retell using story language and vocabulary in my play. I know and recall vocabulary learned through stories and lessons in different contexts. I know how to verbally sequence events in stories and explain life cycles by using first, next, then and finally. I can give explanations and explain why things might happen. I know which tense to use when retelling events and experiences and am beginning to use conjunctions to extend my spoken sentences.
	ELG	**Listening and attention.** Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; - Make comments about what they have heard and ask questions to clarify their understanding; - Hold a conversation when engaged in back-and-forth exchanges with their teacher and peers. **Speaking** Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.		

PSED	PSHE themes	Relationships, Families and Friendships	My World Living in the Wider World Belonging to a community	Health and Wellbeing Being Healthy What do People do all day?	Friendships Looking after myself	Relationships My Feelings Growing Up	Health and Wellbeing Staying Safe
Prime Areas	**Personal, Social and Emotional Development**	I can say who lives in my house. I can talk about why my family are special to me. I can recognise other people in my life who are important to me. I can talk about people I love and say why they are special to me. I can talk about what I like and dislike. I can begin to recognise what my friends like and dislike. I know that I am a member of the Hollybrook community. I can talk about the class charter and know how rules in school keep us safe. I know why rules are important. I can name local places I see in my local community. I can talk about places I visit with my family. I can talk about clubs I belong to. I am starting to understand that some places are near and some are far away.		I know how to brush my teeth. I can say which foods are better for keeping my teeth healthy. I know how to prevent spreading germs through handwashing and putting tissues in the bin. I can wash my hands properly with soap and water. I can name different body parts. I know which parts of my body are private. I can talk about different jobs people have. I can talk about how different professions help us. I can begin to talk about the things I am good at. I know how to be kind to other children. I can say why I like my friends. I can talk about how to positively solve friendship issues. I can begin to consider how my actions my make others feel both positive and negative. I can sort foods into healthy and not so healthy foods. I can plan a healthy plate and begin to say why it is healthy. I know that I need to drink water to cool down when I am hot. I can talk about staying safe in the sun by wearing a sun hat, wearing sun screen and staying in the shade. I can talk about the effects of exercise on my body. I can begin to understand the importance of having a healthy mind.		I can talk about what the word independence means. I can talk about some of the things that I can do by myself and those that I want to achieve. I can discuss the how I am feeling about going to Year 1. I can learn that change can be a positive experience. I know that changes can be positive and happy experiences. I can name the different vehicles I see on the road. I know how to cross a road safely and can identify safe places to cross. I know about safer strangers who can help me of I became lost. I can talk about games and devices I use at home. I know some simple ways of staying safe online and speaking to a grown up if I see anything I don't feel comfortable with.	
	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** - 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.					

Prime Areas	**Physical Development Get Set 4 PE**	**PE- Introduction to PE**	**Basic Ball Skills**	**Dance**	**Fundamentals Unit 2**	**Games**	**Gymnastics**
		I know how to take off and put on my jumper and coat. I know how to use the toilet and wash my hands independently. I know that it is not safe to run in school because there are obstacles. I know that to jump I put my feet together and bend my knees. I am beginning to know how to hop and know that putting my arms out helps me to balance. I know how to adjust my speed when running in the playground so that I can stay safe. I know how to hold a pencil with a comfortable grip. I know how to hold a knife and fork and can begin to use with control to cut up my lunch. I know how to hold a pair of scissors and know that opening and closing them helps me to use them to cut. I know how to dress and undress for PE. I know how to use a knife and fork and can use both confidently to eat my dinner. I know how to hold a pair of scissors with accuracy and precision to make snips in paper. I know how to sit at a table with the correct posture needed for writing.		I know how to throw and catch a large ball with a partner. I know that to develop my precision I need to look at the person I am throwing and catching a ball with. I know that if I throw a ball hard it will travel far and if I throw it gently it won't travel as far. I know that by scanning whilst I am running will help me avoid collisions with other people and objects. I know that by looking forward with my head up and arms out will help me balance when travelling across an object. I know how to form letter shapes correctly. I know how to hold and use scissors with increased precision and accuracy.		I know that brushing my teeth twice a day will help me to look after my teeth. I know which foods are healthy and can make healthy choices. I know that by looking forward with my head up and arms out will help me balance when travelling across an object. I know that I can create a dance by combining different movements together. I know that by combining movements that are all either standing or sitting are more fluent.	
	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, paint brushes and cutlery; - Begin to show accuracy and care when drawing.					

Specific Areas	**Literacy Little Wandle scheme is following for teaching reading.**	I know how to draw lines and circles starting from the correct starting point. I know how to form some letter shapes from my name. I know how to hold a book and know I read from left to right. I know the sounds and letter names for set 1- 3 of phase 2 phonics. I know how to orally blend sounds so that I can hear words. I know all the sounds and letter names for phase 2 phonics. I know how to segment the sounds in words. I know how to blend sounds I know swiftly so that I can read words.	I know that information can be gained from non-fiction books. I know how to spell the phase 2 tricky words- the, I , to, no, go, into. I know how to count the words on my fingers with an adult before I write my sentence. I know how to form phase 2 graphemes correctly. I know how to blend in my head – speedy blending. I know to recall known words I see in a book without sounding them out. When working with an adult I know how to use expression. I know how to write the graphemes – phase 3 digraphs. I am beginning to know how to spell words of more than one syllable by chunking. I know how to write a simple sentence independently. I know to read certain phrases in books with expression. I know how to answer a question about a text I am reading by saying I know this because…	I know how to rehearse a sentence and check that it makes sense by myself. I know how to spell words containing at least 10 digraphs. I know how to read 10 digraphs in words within sentences. I know the phase 2 and 3 tricky words and can read these by sight when I see them in a sentence. I know how to write simple sentences with fluency and accuracy.
	ELG	**Comprehension** Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently 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.		

Specific Areas	**Maths** **Maths Mastery**	• Subitising within 3. • Focus on counting skills. • Explore how all numbers are made of 1s. • Focus on composition of 3 and 4. • Subitise objects and sounds. • Comparison of sets - 'just by looking'. Use the language of comparison: more than and fewer than. • Focus on counting skills. • Focus on the 'five-ness of 5' using one hand and the die pattern for 5. • Comparison of sets - by matching. • Use the language of comparison: more than, fewer than, an equal number. • Explore the concept of 'whole' and 'part'. • Focus on the composition of 3, 4 and 5. • Practise object counting skills. • Match numerals to quantities within 10. Verbal counting	• Subitise within 5 focusing on die patterns. • Match numerals to quantities within 5. • Counting – focus on ordinality and the 'staircase' pattern. • See that each number is one more than the previous number. • Focus on 5. • Focus on 6 and 7 as '5 and a bit'. • Compare sets and use language of comparison: more than, fewer than, an equal number to. Make unequal sets equal. • Focus on the 'staircase' pattern and ordering numbers. • Focus on ordering of numbers to 8. • Use language of less than. • Focus on 7. • Doubles – explore how some numbers can be made with 2 equal parts. Sorting numbers according to attributes - odd and even numbers.	• Counting – larger sets and things that cannot be seen. • Subitising – to 6, including in structured arrangements. • Composition – '5 and a bit'. • Composition - of 10. • Comparison – linked to ordinality. Play track games • Subitise to 5. • Introduce the Rekenrek. **Review and Assess** • Automatic recall of bonds to 5. • Composition of numbers to 10. • Comparison. • Number patterns. Counting.
	ELG	**Number** Have a deep understanding of numbers 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 and odds, double facts and how quantities can be distributed equally.		

Specific Areas	**Understanding the World Past and Present** **Preparing for History in KS1**	I know that I was once a baby, toddler and now a child and know that I will grow to be an adult. I know and talk about some of the things I have done in the past. I know that somethings will happen later and that these have not happened yet. I know past and present in relation to my own experiences. I know which toys I played with as a baby and what toys I play with now. I know some of the things that babies need- bottle, cot, nappy and can talk about how I used these in the past. I know that things have changed over time and can sort old kitchen items from ones used today. I know how to talk about the past using the correct tenses. (Personal experiences- holidays days out) I know of events that are upcoming with my family and know that these are yet to happen- Christmas, holidays, celebrations and birthdays.	I know that vehicles have changed over time and can sort vehicles from the past and present. I know features that show me something is old- rusty, steam train, not electric. I know if a story is set in the past and can begin to explain how I know this. I know that occupations have changed over time vehicles, clothing. I know events from stories that I have previously read or had read to me and can use this knowledge in my play.	I know if a story is set in the past / present and can confidently explain how I know this based on what I can see in the setting. I know that some events happened before I was born and know that this is in the past. I know how to talk in the past, present and future tense correctly.
	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;		

Specific Areas	**Understanding the World Preparing for Geography in KS1**	I know that I live in Southampton. I know the names of different landmarks I see on the way to school. I know that I can see different landmarks if I take a different route to school. I know that a map can help to find a location. I know simple vocabulary that will name the features of the local environment around me- pond, river, woods, buildings, roads. I know positional language – in front, behind, next to, on top will help me explain where something is. I know the names of significant places I visit often with my family and can say how I travelled there. I know how to use positional language in a sentence when describing where something is. I know my way around the school and know where the hall, toilets, office and library are. I know and understand the words forwards, backwards, across and can follow instructions using these words.	I know that there are 4 countries in the United Kingdom. I know that there are different countries in the world. I know that directions can be followed and lead us to different places. I know that some maps are electronic such as satnavs. I know the names of places that I like to visit with my family. I know how to give directions using forwards and backwards and can begin to use this in my play. I know simple differences relating to the weather when looking at locations, clothes and food. I know that buildings are manmade. I know where stories are set and can talk about the environment features I can see. I know how to program a bee bot to travel to a location using forwards and backwards and begin to know left and right. I know that a story map can help me retell the events in the correct order – bear hunt.	I know that signs and symbols indicate where a place is on a map. - making their own maps with signs and symbols. I know the similarities and differences when comparing two locations. I can make comments on what I see- buildings, trees, rivers, shops etc… I know how locations change based on where they are in the world. I know of similarities and differences in weather, clothing and the environment – Handa's surprise, bear hunt, lion hunt, Jack and the Beanstalk.
	ELG	**People Culture and Communities** Children at the expected level of development will: - 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.		

	RE **Living different**	Harvest	**RE Concept A:** Celebrating **RE topic:** Christmas- Jesus' birth (and other celebrations from the children's experiences *Christianity)*	**RE Concept A:** Special **RE topic:** Special People- Jesus and special people for children *Christianity*	**RE Concept A:** Signs of new life **RE topic:** Eggs as a sign of new life *Christianity*	**RE Concept A:** Special **RE topic:** Special clothes Hindu and others from children's experiences *Hinduism*	**RE Concept A:** Remembering **RE topic:** Janmashtami *Hinduism*
		I know the names of the immediate members of my family. I know that people like and dislike different things and that this is ok. I know that Harvest is a time when farmers harvest their crops. I know that at Harvest time some people are thankful for the food we have. I know where family members come from and of clothes that are special to them. (different cultural backgrounds) I know what the world special means to me I know that people have different celebrations that are important to them. I know the Christmas story is important to some Christians because of the birth of Jesus.		I know what the word celebration means and can talk about my own celebrations. I know that the Easter story is important to some Christians. I know that the cross and eggs are significant symbols at Easter. I know that an egg can symbolise new life. I know which people are special to me and why. I can explain what special means. I can listen to bible stories and identify why Christians believe Jesus is special in these stories.		I know what clothes are special to me and can say how I feel when I am wearing them. I know that some clothes- bridal wear, christening gowns and clothes worn by church leaders are important and significant for some Christians. I can talk about people I like to remember. I know that it is important for some Hindus to remember Krishna's birthday.	

Specific Area	**Understanding the World Preparing for Science in KS1** **Additional longitudinal study observing the tree in the playground each half term.**	I know that I change from a baby to a toddler, to a child, to an adult. I know the names of different body parts- head, neck, arms, legs, back, tummy, hands and feet. I know that we need food and drink to live. I know which weather I can see and feel. I know that I can see and feel different things outside. I know that some animals are pets, some live in the wild and others I will see at a farm or at a zoo. I know that birds have feathers, some animals have fur and can talk about the features of animals we keep as pets. I know the names of some common materials- fabric, paper, metal, wood and plastic. I am beginning to know which materials can keep things dry through hands on experiences.- coats, wellies, plastic. I know that some trees lose their leaves in Autumn. I know that the seasons change.	I know that ice is frozen water. I know that ice melts and changes from a solid to a liquid. I know that buildings are manmade. I know that some materials can be recycled. I know the names of some materials- wood, glass, plastic and fabric. I know that the weather changes and can name some sorts of weather. I know that winter is colder and summer is hotter. I know the season we are in. I know which material to use for a purpose based on my own experiences. I know what foods are healthy and can begin to explain this simple terms. I know how to keep my body healthy- teeth cleaning exercise and a healthy diet. I know that some animals live in other countries because of their habitats. I know that in spring new life begins such as chicks hatching, buds on trees and lambing. I know that fruit and vegetables come from plants.	I know that plants need sunlight and water to grow. I know that a seed can be planted and will grow. I know the names of common fruit and vegetables and can talk about ones I have tried. I know that some materials float and some sink. I know that some materials change when they get wet and can use this knowledge to build a boat that will float. I know the different parts of a plant, root, stem, petal, leaf. I know how to care for the environment including looking after plants and picking up litter. I know the names of baby animals that live on a farm.
	ELG	**Natural World** Children at the expected level of development will: - 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.		

Specific Area	**Expressive Art and Design Preparing for Art, DT and Music in KS1**	I know how to set up the painting area. I know the names of the primary colours. I know that when I mix two colours or more the colour changes. I know how to make green, orange and purple by mixing colours. I know what to paint and can talk to an adult about my picture. I know how to draw patterns and simple pictures using straight and curved lines. I know that tape and glue can stick/ join something together. I know that malleable materials such as playdough/ clay can be moulded into different shapes by rolling, kneading and shaping. I know some of the words and actions for familiar nursery rhymes and am beginning to join in. I know the words and actions of some familiar nursery rhymes. I know what the words fast, slow, loud and soft mean when playing a musical instrument. I know when to listen and respond to a signal. I know how to change the pitch of my voice to make loud, quiet, soft and deep sounds.	I know that different tools and techniques give a different affect- cotton buds, dabbers and paintbrushes of different thickness. I know that pressing harder /softer will make the pencil darker/lighter. I know that making a plan will help me create my final product. I know which materials I will use when following my plan. I know how to use paper and paste to create a base for a model. I know which will be better glue or tape- selecting for a purpose. I know the uses and purposes of different media and materials that I have used. I know how to listen to and tap out a beat. I know if the music is fast or slow and can move in response to this. I know what the word performance means. I can perform songs, poems and dances to others.	I know how to reflect and evaluate on my work by knowing what went well, what didn't work and how I could improve my work. I can have confidence to change the approach and try a different method when painting and creating. I know how to change the pitch of a percussion instrument by playing it in a different way.
	ELG	**Creating with Materials** Children at the expected level of development will: - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories. **Being Imaginative and Expressive** Children at the expected level of development will: - Invent, adapt and recount narratives and stories with peers and their teacher; - Sing a range of well-known nursery rhymes and songs; - Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.		