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**BISHOP HOGARTH CATHOLIC EDUCATION TRUST**

**EYFS Curriculum Overview – Two year Cycle 2024 - 2026**

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|  | Autumn | | Spring | | Summer | |
| Themes:  Cycle A  Cycle B | Marvellous Me | Amazing Animals | Three Little Pigs | Discovering Dinosaurs | Fabulous Farms | Oh I Do Like to Be Beside the Seaside |
| This is Me! | Superheroes | Are We Nearly There Yet? | | We’re Going on Safari | Jack & the Beanstalk |
| RE | Domestic Church  - MYSELF  Baptism - WELCOME  Advent/ Christmas - BIRTHDAYS  Other faiths - Judaism | | Local Church - CELEBRATING  Eucharist - GATHERING  Lent/Easter - GROWING | | Pentecost – GOOD NEWS  Reconciliation - FRIENDS  Our World – OUR WORLD  Other faiths - Islam | |
| RSHE  Life to the Full | Module 1  Created and Loved by God  Unit 1- Religious Understanding  Unit 2-  Me, My Body, My Health  Unit 3- Emotional Well-Being  Unit 4 – Life Cycles | | Module 2  Created to Love Others  Unit 1- Religious Understanding  Unit 2- Personal Relationships  Unit 3- Keeping Safe | | Module 3  Created to Live in Community  Unit 1- Religious Understanding  Unit 2- Living in the Wider World | |
| Book focus | Autumn 1  *Transition Texts:*  The Tiger Who Came to Tea – Judith Kerr  Rainbow Fish – Marcus Pfister  *Theme: Marvellous Me and My Family*  Author: Shirley Hughes  \* Dogger  \*Alfie and Annie Rose  \* Lucy and Tom at the Seaside  \* Alfie and his Very Best Friend  \* Alfie and Grandma  Author: Jill Murphy  \* Five Minutes Peace  \* A Piece of Cake  \* Mr Large in Charge  \* A quiet Night In  \* All in One Piece  \*Whatever Next  \*On the Way Home  Autumn 2  *Superheroes*  Behaviour Matters Books (PSED)  \*Lions in a Flap  \* Elephant learns to Share  \* Lion’s in a Flap  \* Cheetah learns to play Nicely  \* Giraffe is Left Out  \* Croc Needs to Wait  \* Hippo Owns Up  \* Monkey Needs to Listen  \* Tiger has a Tantrum  \* Rhino Learns to be Polite  *Seasonal Change*  \*Don’t Hog the Hedge  *Inspiring the Imagination*  Author: Julia Donaldson  \* Room on the Broom  \* The Gruffalo  \*The Gruffalo’s Child  \* Zog  \*The Snail and the Whale  \* The Smartest Giant in Town  \* Charlie Cook’s Favourite Book  \* What the Ladybird Heard  The Colour Monster – Anna Llenas  Owl Babies – Martin Waddell  Twas the Night Before Christmas – Clement C Moore - Poem | | Spring  *Theme: Are We Nearly There Yet?*  The Train Ride – June Crebbin  Rusty’s Train Ride – Heather amery  Fix it Duck –Jez Alborough  Author: Tony Mitton  Tough Trucks  Terrific Trains  Amazing Aeroplanes  Roaring Rockets  Winnie’s Flying Carpet – Valerie Thomas  Voices in the Park – Anthony Browne | | Summer 1  *We’re Going on Safari*  We’re Going on Safari to Tanzania  Giraffe’s Can’t Dance –Giles Andreae  Cheeky Monkey – curtis Jobling  Trunk Trouble – Felicity Carter  Extracts from: Wombats at the Zoo – Roland Harvey  *Seasonal Change:*  The Very Hungry Caterpillar – Eric Carle  *Behaviour Matters*  \* Lions in a Flap  \* Elephant learns to Share  \* Lion’s in a Flap  \* Cheetah learns to play Nicely  \* Giraffe is Left Out  \* Croc Needs to Wait  \* Hippo Owns Up  \* Monkey Needs to Listen  \* Tiger has a Tantrum  \* Rhino Learns to be Polite  Summer 2  *Jack and the Beanstalk*  Books: Traditional Tales  \* Jack and the Beanstalk  \*The Magic Porridge Pot  \* The Three Billy Goats Gruff  \* The Gingerbread Man  \* Goldilocks and the Three Bears  \* Little Red Riding Hood  \* Cinderella  \* Sleeping Beauty  \* Snow White  \* The Enormous Turnip  We’re Going on a Bear Hunt – Michael Rosen  The Three Little Pigs – various versions, including a version from the 1950s.  The True Story of the Three Little Pigs – John Scieszka  The Three little Wolves and the Big Bad Pig  The Jumblies – Edward Lear - Poem | |
| PLOD (Possible lines of development) | Aspirations – what I would like to do/be when I grow up. | Follow the life of Harry the tortoise – monitor growth, what and how much he eats. | Taking an interest in transport in our community. Kinds of vehicles we use and see in our village. | Look at inventors in terms of transport – aeroplanes trains, rockets and cars. | Contact with our link school in Tanzania – Upendu primary in the foothills of Mt Kilimanjaro. | Planting and growing our own flowers and vegetables. Learn to look after them and know what plants need to grow. |
| Communication & Language  Listening, Attention & Understanding  Speaking | Listening, Attention & Understanding  Engage in story times, joining in as appropriate  To understand how to listen  carefully for short periods of time  To be able to follow simple instructions  To answer a simple question appropriately  To begin to understand what a question is  To respond to instructions with more than one step  To understand the importance of listening when an adult speaks.  To be able to follow instructions with more than one step  Speaking  To begin to speak out loud as part of a small group  To begin to speak to adults in class  To begin to widen their vocabulary through stories shared, topic work and by talking about their own experiences  To begin to speak out loud in front of the whole class  To speak to adults in class confidently using simple sentences  To use new vocabulary learnt as part of their day  Talk to friends about what they are doing during play | | Listening, Attention & Understanding  To be able to retell their favourite part of a story.  To begin to understand humour  To ask own questions in order to find something out.  To begin to understand how and why questions.  To retell a story in a whole class situation, responding with questions and comments  To follow a story without pictures or props  To be able to listen attentively for longer periods  To understand stories which use more complex language and a wider range of vocabulary  Speaking  To speak confidently as part of a group and in front of the whole class, offering their own ideas  To speak in sentences, extending them by using conjunctions  To be able to retell their favourite part of a story using story language  To describe their own experience of Christmas showing an awareness of chronology and different tenses  To further extend vocabulary through topics taught, sharing stories, guided reading sessions and play situations  To regularly talk about their own experiences, linking ideas logically and using recently introduced vocabulary | | Listening, Attention & Understanding  To understand a wider variety of questions including ones that use words such as who, what, where, when, why and how  To hold conversations with back and forth exchanges with adults and peers  To hold more complex and lengthier conversations with back and forth exchanges with adults and peers  Speaking  To develop the use of speaking in full sentences when talking about their ideas, experiences and feelings  To develop confidence when talking to different adults around the school  and preparing for transition into the next class  To talk about why things  happen, making use of recently introduced vocabulary  To speak using more complex sentences using a range of tenses | |
| Physical Development  Fine Motor Skills  and  Gross Motor Skills | Gross Motor Skills  To begin to run with spatial awareness, negotiating space effectively.  To move and stop safely in a space    To develop control when  using equipment    To follow a path  and take turns    To work cooperatively with a partner  To balance on one foot for a moment.  To change  direction safely    To jump and hop    To explore different ways to travel using equipment  Fine Motor Skills  To have an established  dominant hand    To mark make using different  shapes    To begin to use a tripod grip when using mark  making tools    To thread large beads    To begin to copy  letters    To make snips in paper using scissors  To begin to hold a fork correctly  To hold a pencil effectively using a tripod grip  To begin to hold scissors correctly    To begin to form recognisable letters  To accurately draw lines, circles and shapes to draw pictures    To begin to hold a knife and fork correctly and use them to cut up food | | Gross Motor Skills  To roll a ball towards a target    To develop accuracy when throwing to a target    To throw and catch a large ball with a partner    To dribble a ball using feet    To kick a ball towards a target  To create short sequences using shapes, balances and travelling actions    To balance and safely use  apparatus  To pedal a bike    To jump and land safely from a height    To explore traveling around, over and through apparatus  Fine Motor Skills  To use a tripod grip when using  mark making tools    To hold scissors correctly and cut  along a straight  line    To thread small  beads    To make patterns using small pegs    To write taught letters using  correct formation  To hold scissors correctly and cut  out large shapes    To write letters using the correct letter formation and control the  size of letters | | Gross Motor Skills  To move safely with confidence    To move with control and coordination  To move energetically using an increasing range of movements such as hopping, skipping, jumping and rolling.  To develop increasing control when pushing and kicking a ball  To develop accuracy when throwing    To follow instructions and move safely when playing  tagging games    To further develop  coordination    To explore striking a ball  To work cooperatively as part of a team  Fine Motor Skills  To hold scissors correctly and cut  out small shapes    To paint using thinner paintbrushes  To hold scissors correctly and cut  various materials    To create drawings with details    To write correctly formed letters independently    To independently use a knife, fork and spoon to eat a range of meals | |
| Personal, Social and Emotional Development  Self-Regulation  Managing Self  Building Relationships | Self-Regulation  To focus during  short group sessions and whole class  activities  To follow simple instructions with one step  To know and describe how they are feeling  To recognise different  emotions through understanding facial expressions  To begin to consider the  feelings of others  To follow behaviour expectations in class and understand the rules  Managing Self  To use the toilet and wash their hands  independently    To put coat on at play time and home time independently  To get changed for P.E and manage taking jumpers on and off with  support  To explore different areas of our Class 1 environment showing independence  To follow and respect all of our class rules and understand why they are in place  To put on aprons for art and water play  To change from shoes into wellies for outdoor play  To show more independence when trying new activities within the classroom and outdoor environment  Building Relationships  To begin to have the confidence to speak to peers and adults  To seek support of adults when  needed    To play alongside other children and be friendly  To have good relationships with peers and adults  To play and interact with children who are playing with the same activity  To begin to understand the importance of turn taking | | Self-Regulation  To focus during longer teaching sessions, showing interest by answering questions.  To follow instructions with two steps  To adapt behaviour to different situations  To understand the feelings of others and behave accordingly  To be able to wait politely for adult attention if the adult is busy  Managing Self  To enjoy the challenge of more difficult tasks, showing resilience  To change for PE  independently    To be able to fasten zips and buttons on coats at play time and home time  To try a range of healthy food and be able to name fruits and vegetables  Building Relationships  To have formed strong friendships  To begin to listen to and take on board the ideas of others in play  To begin to show sensitivity and kindness to other children  To compromise with others and play cooperatively  To be able to take turn without adult support | | Self-Regulation  To control their emotions using a range of  techniques  To respond appropriately to an adult even if they are engaged in activity.  To maintain focus during extended whole  class teaching  To follow instructions involving several steps  Managing Self  To follow and respect whole school rules during assembly, lunch times and play times  To show awareness of right and wrong and behave accordingly  To be a confident. Year 1 ready, member of the class  To understand the importance of healthy eating  To face new challenges with  independence, resilience, perseverance and a positive enthusiasm  Building Relationships  To work and play cooperatively as a group and as a part of the class    To begin to develop relationships with other adults around the school  To show awareness of others needs  To have established relationships with other adults around school such as dinner ladies, TAs and the Year 1 teacher    To have established friendships | |
| Literacy  Comprehension  Word Reading  Writing | Comprehension  To use pictures  to tell stories  To take home wordless books to read with their family  Nursery to take home discussion boards    To sequence  familiar stories    To independently look at book, holding them the correct way and turning pages    To begin to answer questions about the stories read to them  To engage in story times, joining in with repeated phrases and actions    To begin to use a wider range of recently introduced vocabulary relating to stories read.  To enjoy an increasing range of books including fiction,  non-fiction, poems and rhymes  To talk about the characters in the books they are reading  Word Reading  Reception:  To begin to recognise their own name.  To begin to be able to read Read Write Inc sounds taught:  Set 1: m a s d t i n p g o c k u b f e l h  To play initial sound games  To be introduced to CVC blending techniques – Fred Talk  To read their own name independently.  To be able to read Read Write Inc sounds taught:  Set 1: m a s d t i n p g o c k u b f e l h  To begin to be able to read sounds taught:  sh r j v y w th z ch qu x ng nk  To begin to identify initial sounds of words  To develop CVC blending skills using Fred Talk  To read books containing sounds taught and CVC blending as they become ready  Writing  To sometimes give meaning to the marks they make when they draw and paint  Ascribes meaning to signs, symbols and words they see around the classroom.  To attempt to write their own name using lines, circles and letter type shapes.  To demonstrate mark making when playing  To sometimes give meaning to the marks they make when they draw, paint and write.  Ascribes meaning to signs, symbols and words they write/draw themselves.  To copy their name from a name card or write their name independently.  To begin to identify and write initial sounds in words  To mark make for a range of purposes as part of their play | | Comprehension  To retell part of a story  To act out stories    To begin to predict what may happen in the  story    To suggest how a story might end  To retell a story    To follow a story without pictures or props    To talk about the characters in more detail using descriptive language  Word Reading  Reception:  To read Set 1 sounds taught more confidently and consistently  To read digraphs sh, th, ch, ng, nk.  To identify initial sounds of words  To continue to develop CVC blending skills using Fred Talk  To read books containing sounds taught and CVC blending as they become ready  To begin to recognise Read Write Inc Set 2 sounds:  ay ee igh ow oo oo  Begin to identify ‘special friends’ in words.  To read ‘red’ word: I and the  To read books matching their phonics ability and linked to work completed in class.  To read words ending with s  To read words ending with s /z/ e.g. his, bags  Writing  To write their name  To write taught lowercase letters attempting to use the correct letter formation.  To identify and write initial sounds in words  To begin to segment the sounds in words and blend them together.  To begin to write labels using sounds taught.  To write for a wider range of purposes as part of their play  To begin to write simple sentences using finger spaces  To write lowercase letters more accurately  To be able to use a full stop  To spell a few ‘red’ words correctly in sentences.  I, said, the  To begin to use capital letters in writing for their name  To become more independent when blending CVC words | | Comprehension  To begin to answer questions about what they have read    To use vocabulary that is influenced by their experiences of books  To answer questions about what they have  read    To know that information can be retrieved from  books  Word Reading  Reception:  To begin to recognise Read Write Inc Set 2 sounds:  ar or air ir ou oy  To identify some ‘special friends’ in words.  To read ‘red’ words: I, the, put, my, of  To read simple sentences and captions using sounds taught.  To read books matching their phonics ability and linked to work completed in class.  To begin to read Read Write Inc Set 2 sounds:  ay ee igh ow oo, oo ar or air ir ou oy  To read some special friends/taught digraphs in words  To read ‘red’ words: I, the, put, my, to, no, for, he  To read books matching their phonics ability and linked to work completed in class.  To read longer words including those with  double letters  Writing  To write taught lowercase letters using the correct letter formation.  To be able to use a full stop at the end of a sentence  To begin to form capital letters at the start of sentences.  To be able to have a go at writing longer words which are spelt phonetically    To begin to read their work back  To be able to read over their writing and spot any errors.  To write simple sentences which show knowledge of capital letters, finger spaces and full stops.  To form lowercase  letters correctly    To begin to write longer words and compound words which are spelt phonetically    To spell some taught tricky  words correctly | |
| Maths  Number  Numerical Patterns  Shape, Space and Measure | Nursery:  Number songs  Colours  Matching  Sorting  Comparing amounts  Comparing size, mass & capacity  Simple Patterns  Simple Shapes  Reception:  Match Objects  Match pictures and objects  Identify a set  Sort objects to a type  Explore sorting techniques  Create sorting rules  Compare amounts  Comparing size  Compare mass  Compare capacity  Explore simple patterns  Copy and continue simple patterns  Create simple patterns  Find 1, 2 & 3  Subitise 1, 2 & 3  Represent 1,2& 3  1 more and 1 less  Composition of 1, 2 and 3  Identify and name circles & triangles  Compare circles and triangles  Shapes in the environment  Describe position  Find 4 and 5  Subitise 4 and 5  Represent 4 and 5  1 more and 1 less  Composition of 4 and 5  Composition of 1 – 5  Identify and name shapes with 4 sides  Combine shapes with 4 sides  Shapes in the environment  My day and night | | Nursery:  Representing 1  Circles  Weight – Heavy or Light  Representing 2  Representing 3  Length and Height  Representing 4  Reception:  Introducing zero  Comparing numbers to 5  Composition of 4 & 5  Compare Mass 2  Compare capacity 2  Numbers 6,7 & 8  Combining two amounts  Making pairs  Length and Height  Time 2  Counting to 9 & 10  Comparing numbers to 10  Bonds to 10  3-D shapes  Spatial awareness  Patterns | | Nursery:  Representing 5  1 more and 1 less  Shapes  My Day  Capacity  Positional language  Reception:  Building numbers beyond 10  Counting patterns beyond 10  Spatial Reasoning 1  Adding more  Taking away  Spatial reasoning 2  Doubling  Sharing and grouping  Even and odd  Spatial reasoning 3  Patterns and relationships  Spatial reasoning 4  Recognising coins | |
| Understanding the World  Past and Present  People, Culture and Communities  The Natural World | Past & Present  To know about  their own life-story  To know how they have changed  To understand the love and care shown within a family by grandparents who are older to siblings who are a similar age to them  To know about the lives of people around them such as family members and other members of groups they belong to in the community  To know some similarities and differences between things in the past and now, drawing on experiences.  To read about the past in books, both fictional and factual and talk about how things are different now.  (Marvellous Me, This is Me! - Families)  People, Culture and Communities  To know their way around school and be able to describe the different areas  To be able to draw a simple map of their school  (Marvellous Me, This is Me! – Can I find my way around school?)  To know that they live in a house, in a street, in a village called Willington  To explore Willington and be able to describe some human and physical features  To continue to explore the school environment – indoors and outdoors  To create maps of the different areas of school  (Can I find my way around school?)  To know about the lives of people around them such as family members and other members of groups they belong to in the community  To know that Christians celebrate Christmas and to be able to talk about how it is celebrated  (RE Curriculum – Come and See)  The natural World  To know about and recognise  the signs of  Autumn  To explore and find out about the natural World around them during Autumn, making observations  (Seasonal Change)  To respect and care for the natural environment around them  (Forest School/ Can I find my way around school?)  To identify parts of our body and explore our senses  (Marvellous Me, This is Me!/Ten Ten)  To know about and recognise  the signs of  Autumn turning into Winter  (Seasonal Change)  To identify and describe uk mammals and learn facts about them. To observe and draw hedgehogs  (Amazing Animals/Weekly Forest School) | | Past & Present  To talk in more detail about the lives of the people around them.  (Three Little Pigs - Houses and Homes, Are We Nearly There Yet?)  To learn more about the people they meet in school, people in their church family and people in their community.  (RE Curriculum – Come and See)  To know about the past through  settings, characters and events encountered in books read in class and  storytelling  To know about people from the past and to understand the past better as a result of reading stories about their lives  (Dinosaurs – Mary Anning, Superheroes – Florence Nightingale)  To recognise key religious figures from the past such as Jesus and the disciples  (RE Curriculum – Come and See)  People, Culture and Communities  To create maps based on a story  To explore aerial maps of our village  (Three Little Pigs)  To talk about the lives of the people around them including people who are special and help us within our local community  (RE Curriculum – Come and See, Superheroes, Ten Ten)  To know that their country is called England and is in the UK and that the UK is surrounded by sea.  To know that Christians celebrate Easter and to be able to talk about how it is celebrated  (RE Curriculum – Come and See)  The natural World  To know about and recognise the signs of  Winter  (How are animals affected by the seasons?)  To know some important processes and changes in the natural world including states of matter  (Seasonal Change - freezing)    To be able to name and describe some common everyday materials from their environment (natural and man-made)  (What do I know about everyday materials?, Are We Nearly There Yet?)  To know about and recognise the signs of Winter turning into Spring  (How are humans affected by the seasons?)  To learn about rocks/fossils  (Mary Anning) | | Past & Present  Know some similarities and differences between places in the past and now, drawing on their life experience and books explored in class.  To know about Pentecost, the birthday of the church.  (RE Curriculum – Come and See)  To know some similarities and differences between places in the past and now, drawing on experiences and what has been read in class  (Seaside towns in the past)  To know about how transport has changed over time and about inventors and inventions from the past.  (Are We Nearly There Yet?)  Understand the past through settings, characters and events read about in class  (Grace Darling, Florence Nightingale)  People, Culture and Communities  To know what a farm is and that there are different kinds of farm  To know that we can use a map to find our way around a farm  To know that the seasons affect life on a farm  To know that life on a farm is different to life in our village  (Fabulous Farms)  To know that Seaham and other seaside towns have similarities and differences to Willington and to be able to make comparisons  To locate places on a simple map:  UK, England, Willington, Seaham, Africa, Tanzania  To know that simple symbols are used to identify features on a map  (Oh I do like to be beside the seaside, Going on Safari)  The Natural World  To know about and recognise the signs of spring  (Seasonal Change)  To know that plants are living things that grow and to know how to care for growing plants  To identify parts of plants  To identify a range of trees  To plant a range of seeds and care for them as they change and grow  (Which plants/trees can I identify?)  To know about the animals that live in Tanzania  (Going on Safari)  To know about and recognise  the signs of Spring turning into Summer  (How are our lives affected by the day being longer?)  To continue to care for seeds planted  To know some similarities and differences between the natural world around them in Willington and then in Seaham as a contrasting environment  (Oh I do like to be beside the seaside) | |
| Expressive Arts and Design  Creating with Materials  Being Imaginative and Expressive | Creating with Materials  To identify colours    To draw and colour with pencils and  crayons  To share things they have created  To create simple representations of people and objects    To explore different techniques for joining materials  (Glue Stick)  To use natural objects to make  a piece of art  (Clay, sticks and a variety of tools)    To role play using given props and  costumes  To paint portraits using large brushes  To use colours for a particular purpose    To experiment with mixing colours  To explore different techniques for joining materials -  Glue Stick, PVA, tape  To know how to use tools safely  To use some cooking techniques – cutting/chopping Maths -Repeating patterns – fruit kebabs  To use a range of construction materials  To begin to use own ideas to construct when using junk modelling equipment/duplo  To explore printing techniques using printing equipment such as stampers and rollers  Being Imaginative and Expressive  To learn to sing nursery rhymes and join in with actions  To sing for their parents at the welcome assembly and within family story times    To begin to join in singing with the whole school    To experiment with different instruments and  their sounds    To use costumes and resources to  act out narratives with an adult  To perform a number of songs in our Christmas Play    To begin to build  up a repertoire of songs and actions | | Creating with Materials  To experiment with different mark making tools such as art pencils, pastels, chalk    To explore different techniques for joining materials  Glue Stick,  PVA, Masking  Tape, Tape    To share creations and talk about the  process  To know how to work safely    To know the names of tools  To begin to create for a purpose  Role Play – crown, hat, costume  To explore different techniques for joining materials  Glue Stick,  PVA, Masking  Tape, Tape, Split  Pins  To make a hand puppet by using a simple sewing technique  To make props and costumes for different role play scenarios    To know how to work safely    To use some cooking techniques  cutting, mixing  To add detail to paintings by using smaller brushes  Being Imaginative and Expressive  To join in singing with the whole school  To create musical patterns using untuned instruments    To begin to create costumes and resources for role play  To talk about whether they enjoy a piece of music and to say why  To use costumes and resources to  act out narratives  To perform more complex songs and poems for our family story times    To begin to move in time to the rhythm of a range of music  To create costumes and resources for role play  To participate in the Little Fingers Programme  (Durham County Music Services) | | Creating with Materials  To know which prime colours you mix together  to make secondary  colours    To plan what they are going to construct construction, junk modelling    To draw more detailed pictures of people and objects    To know how to work safely    To use some cooking techniques spreading, cutting, mixing, adding flavours  To be able to use a colour wash as a background to paintings  To know some similarities and  differences  between  materials    To express their ideas and feeling through the things they create    To share creations, talk about process and evaluate  their work    To adapt work  where necessary  To develop drawing techniques  To create observational drawings  To be able to use all introduced tools correctly in the creation of their work  Being Imaginative and Expressive  To learn dance routines    To join in with whole school singing  assemblies    To act out well  know stories    To follow a musical pattern when playing untuned  instruments  To listen to poems and create their own    To join in with whole school singing  assemblies    To create their own compositions using untuned instruments    To create their own narratives based around stories | |
| Cultural Capital | Forest school - weekly  Grandparents visit to talk about toys & their lives from the past  Pantomime at the Gala Theatre  Whole school seaside trip  Harry the Tortoise visit  Christmas production  Visits from emergency services | | Orchestral concert  Brass concert  Sport project – Ready Sett Go  Forest school  Little Fingers Music – Durham Music Service  Fossil Hunter visit  Church visits for Mass | | Visit to Hall Hill Farm/Haystax  OLST Music Festival  Durham Brass festival visit  OLST has talent  Cricket coaching  Church visit for Mass | |
| Phonics/  Phonological Awareness | Nursery:  The seven aspects of phonics are covered in line with children’s age and level of development:  Environmental sounds  Instrumental sounds  Body Percussion  Rhythm and Rhyme  Alliteration  Voice Sounds  Oral Blending and Segmenting  Children will begin Read write Inc in the Summer Term before they start Reception.  Reception:  To begin to be able to read Read Write Inc sounds taught:  Set 1: m a s d t i n p g o c k u b f e l h  To begin to be able to read sounds taught:  sh r j v y w th z ch qu x ng nk  To play initial sound games  To be introduced to CVC blending techniques – Fred Talk  To read books containing sounds taught and CVC blending as they become ready. | | Nursery:  The seven aspects of phonics are covered in line with children’s age and level of development:  Environmental sounds  Instrumental sounds  Body Percussion  Rhythm and Rhyme  Alliteration  Voice Sounds  Oral Blending and Segmenting  Children will begin Read write Inc in the Summer Term before they start Reception.  Reception:  To read Set 1 sounds taught more confidently and consistently  To read digraphs sh, th, ch, ng, nk.  To identify initial sounds of words  To continue to develop CVC blending skills using Fred Talk  To read books containing sounds taught and CVC blending as they become ready.  To begin to recognise Read Write Inc Set 2 sounds:  ay ee igh ow oo oo  Begin to identify ‘special friends’ in words.  To read ‘red’ word: I and the  To read books matching their phonics ability and linked to work completed in class.  To read words ending with s  To read words ending with s /z/ e.g. his, bags | | Nursery:  The seven aspects of phonics are covered in line with children’s age and level of development:  Environmental sounds  Instrumental sounds  Body Percussion  Rhythm and Rhyme  Alliteration  Voice Sounds  Oral Blending and Segmenting  Children will begin Read write Inc in the Summer Term before they start Reception.  Reception:  To begin to recognise Read Write Inc Set 2 sounds:  ar or air ir ou oy  To identify some ‘special friends’ in words.  To read ‘red’ words: I, the, put, my, of  To read simple sentences and captions using sounds taught.  To read books matching their phonics ability and linked to work completed in class.  To begin to read Read Write Inc Set 2 sounds:  ay ee igh ow oo, oo ar or air ir ou oy  To read some special friends/taught digraphs in words  To read ‘red’ words: I, the, put, my, to, no, for, he  To read books matching their phonics ability and linked to work completed in class.  To read longer words including those with  double letters | |