

Curriculum Overview 2020-2021 EARLY ADOPTER DRAFT

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
FS	Theme: International term Key Texts: Harry and the Dinosaurs go to School Non-Fiction Look at me in this ABC Information book on the country	Theme: Celebrations/ Festivals Key Texts: Kipper's Birthday The Scarecrow's Wedding Non-Fiction Divali	Theme: Journeys Key Texts: Mr Gumpy's Outing The Train Ride Noah's Ark Non-Fiction	Theme: Buildings/ Easter Key Texts: The Three Little Pigs What's Underneath?	Theme: The Global Garden Key Texts: The Hungry Caterpillar Jack and the Beanstalk Jasper's Beanstalk Non-Fiction My Bean Diary	Theme: The Great Outdoors Key Texts: Little Red Riding Hood We're going on a Bear Hunt Natural Disasters Minibeasts
	Settling into school	Visit the church	A visit to the Park	A walk around the village	Visit to a farm	Sports Day Transition
PSED	Key Question: Who am I? Skills: To build constructive and respectful relationships. Express their feelings and consider the feelings of others.		Key Question: Can I do this? Skills: To show resilience and perseverance in the face of challenge. Identify and moderate own feelings socially & emotionally		Key Question: What do you think? Skills: To think about the perspectives of others. Manage their own needs.	
	Knowledge: To know that we are unique and valuable individuals. Knowledge: To know that we have similarities and differences Knowledge: To know that we can learn from each other PSED is fundamental and is ongoing at all times. It has been split into these areas for particular focus.					
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CL	Key Question: Why should I Listen? Skills: Understand how to listen carefully and why listening is important.	Key Questions: How? Skills: Ask questions to find out more and to check they understand what has been said to them.	Key Questions: What happened? Skills: Articulate ideas/ thoughts in well-formed sentences. Use a range of connectives.	Key Question: Did I miss out something? Skills: Describe events in some detail. Use talk to solve problems and organise thinking.	Key Question: Can I step out a non-fiction map? Skills: Engage in non-fiction books. Listen to and talk about selected non-fiction	Key Question: I wonder how thefeels? Skills: To enhance and perform storylines, adding adjusting the use of language
Ъ	Listen? Skills: Understand how to listen carefully and why listening is	Skills: Ask questions to find out more and to check they understand what has been said	happened? Skills: Articulate ideas/ thoughts in well-formed sentences. Use a	something? Skills: Describe events in some detail. Use talk to solve	non-fiction map? Skills: Engage in non-fiction books. Listen to and talk about	thefeels? Skills: To enhance and perform storylines, adding adjusting the
5	Listen? Skills: Understand how to listen carefully and why listening is important. Engage in story times. Knowledge: To recall	Skills: Ask questions to find out more and to check they understand what has been said to them. Develop social phrases Engage in story times. Knowledge: To know which	happened? Skills: Articulate ideas/ thoughts in well-formed sentences. Use a range of connectives. Knowledge: To know a book,	something? Skills: Describe events in some detail. Use talk to solve problems and organise thinking. Knowledge: Dependent upon	 non-fiction map? Skills: Engage in non-fiction books. Listen to and talk about selected non-fiction Knowledge: To develop a deep familiarity with new knowledge 	thefeels? Skills: To enhance and perform storylines, adding adjusting the use of language Knowledge: To have a wide range of vocabulary and story



Lit	Listening games Share books to find information Share stories from different parts of the world. Predict what might happen next in a story.	Recall facts from stories and information books. 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.	Talk about characters and how they might feel and why. 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.	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 fluency, comprehension and enjoyment.	Form lower-case and capital letters correctly. 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.
	Phase 1 phonics	Phase 2 phonics	Phase 2 Phase 3 phonics	Phase 3 phonics	Reinforcement of Phase 2 and 3 Phase 4	
Maths	Key Question: Skills: To count 1:1 and to subitise to 5; to find 1 more 1 fewer Knowledge: To count, compare and to read and write numbers 1-5. To sort into 2 groups To know that numbers are made up of smaller numbers To know that time is sequential		Key Question:Skills: To subitise to 10; to find 2D and 3d shapes; to use addition to 10Knowledge: To count and recognise numbers 1-10 To know number bonds within 5 To begin to know some number bonds within 10 To name and know some properties of 2D and 3D shapes		Key Question: Skills: To count forward/ backward from any given number; To add/ subtract by counting on/ back To share a quantity To investigate and explore patterns Knowledge: To know and recognise numbers 1-20 To know doubles/ halves To know odd and even numbers	
UoW	Key Question: How does time pass? Skills: to settle into the school routine Knowledge: The times of the day go in order and repeat everyday e.g. morning is before lunch time	Key Question: How do people across the world celebrate? Skills: to talk about their own family and customs/ celebrations Knowledge: To know that people in our community celebrate special days Some of the special days repeat annually at the same time for everybody (Christmas in Winter) and some happen annually for them (birthdays)	Key Question: How do you travel? Knowledge: To know that we change what we do/wear in response to the passage of time;		Key Question: How does the passage of time create changes? Knowledge: To know the sequence of life cycles	Key Question: What can you see that has changed? Knowledge: That the passage of time changes the world around us
	Key Question: Where do I live? Skills: To find simple features on a simple map. Knowledge: To locate the Uk on a simple map	Key Question: Which places are special? Why? Skills: To talk about a special place Knowledge: To begin to recognise the similarities between people around the world and how they live and celebrate	Key Question: Where are you going? Skills: To make simple maps Knowledge: To use and understand locational language	Key Question: Can I make a difference? Skills: To talk about their likes/ dislikes about the local environment Knowledge: To observe changes and patterns.	Key Question: How do I get my food? Skills: To learn to care for the environment and to use resources with care Knowledge: To develop an awareness of the wider world	Key Question: What do I want for the future? Skills: To observe, notice traces of animals and plants Knowledge: To know that animals and plants live alongside and depend on each other



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materials/living things/ environment materials/living things/ environment materials/living things/ environment materials/living things/ environment phenomena: How? Why? tories about scientific processes/environment Talk about different Knowledge: Identify features of the local environment Knowledge: Notice changes Knowledge: Dependent upon techliden Knowledge: Talk about similarities, patterns and change stories about scientific processes/events/objects. Talk about different Theme: Special People Key Question: What rankes people special? Religions: Christianity. Judaism Theme: Christianity. List Christmas? Religions: Islam, Judaism Theme: Christianity. Judaism Theme: Christianity. Judaism Theme: Christianity. List Christmas? Religions: Christianity Theme: Skills: Think a stills: Think a sa eason of own made as as a coord present and Wry. The same in people's families and some things are the same in people's families and some things a	Yey Question: What do I otice?	Key Question: Are they the same?	Key Question: What makes a good building?	Key Question: Loose parts. I wonder?	Key Question: Cooking: Why does that happen?	Key Question: What do I like/ dislike about where I live?
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	kills: To copy and extend an				Skills: To listen/ copy an adult	
music from across the world care and to keep a steady beat changes play/ rest in response idea an Knowledge: To know that we	lea and adapt work using IT	play/ rest in response	changes	care and to keep a steady beat	Knowledge: To know that we	music from across the world
	nowledge: To know that	Knowledge: To know that	Knowledge: To know that we	Knowledge: To know the		Knowledge: To know that we
	nusic can be represented by					
object ob				101103 01 11311011101115		



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Curriculum Overview 2020-2021 EARLY ADOPTER DRAFT

	Key Question: What happened in the story? Skills: To join in with stories and to respond by re-enacting Knowledge: To recall key events	Key Question: Can I retell a story? Skills: To use small world equipment and link it to a story/ rhyme Knowledge: To know story book language	Key Question: How can I change it? Skills: To use learnt stories to develop a storyline Knowledge: To retell a story in correct sequence	Key Question: How will I adapt the story? Skills: To add or make changes to a storyline Knowledge: To know and use a range of adjectives	 Key Question: I wonder how thefeels? Skills: To enhance and perform storylines, adding adjusting the use of language Knowledge: To have a wide range of vocabulary and story book phrases 	
	Key Question: What shall I use?	Key Question: How can I attach this?	Key Question: How much do I need?	Key Question: Which tool should I use?	Key Question: How will I improve my design?	Key Question: Shall I show you?
	Skills: To explore materials Knowledge: To know the	Skills: To use different techniques for joining materials safely	Skills: Use materials with care and precision	Skills: Use a range of tools with skill and co-ordination	Skills: Observe, explore and adapt work	Skills: To use talk to explain the process
	names of different materials.	Knowledge: To know how to join together materials	Knowledge: To know that all materials are precious and should not be wasted	Knowledge: To know the name and use of some simple tools	Knowledge: Dependent upon the above	Knowledge: To know and use specific vocabulary
Sust ainab le Devel opme nt Goal s	Goal 3: Good Health and Wellbeing Linking with settling into school and establishing good health practices in the classroom. Why is health important? How do we stay healthy? Washing hands, self-help skills, Covid procedures, toileting.	Goal 16: Peace and Justice Strong Institutions Linking in with termly RE value of peace. What is peace? Why do we need peace? Is peace important to you? What does Peace in the world look like?	Goal 5: Gender Equality Linking to PSHCE. Are girls and boys the same? Who is more important? Can men and women do the same jobs? Should men or women be paid more? Discuss countries where girls are not accessing education.	Goal 11: Sustainable Cities and Communities Goal 9: Industry, Innovation and Infrastructure Linking with Buildings topic. What materials do we use? How can we recycle materials? Are some materials better for the environment? Looking at sustainable buildings from around the world.	Goal 15: Life on Land Linking with The Global Garden topic. What animals are extinct? How can we protect species? What is a habitat? How can we look after the animals on our planet?	Goal 13: Climate Action Linking with The Great Outdoors topic and natural disasters. What is climate change? How can we protect our world?