



## Curriculum Overview 2023-2024

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>FS</b>	<b>Theme: International term</b>  <b>Key Texts:</b> Colour Monster Owl Babies Harry and the Dinosaurs go to School Non-Fiction Look at me in this ABC Information book on the country	<b>Theme: Celebrations/ Festivals</b>  <b>Key Texts:</b> Kipper's Birthday The Scarecrow's Wedding Non-Fiction Divali A Little Bit Different/ Something Else- Anti Bullying Week	<b>Theme: Journeys</b>  <b>Key Texts:</b> Mr Gumpy's Outing The Train Ride Noah's Ark Non-Fiction The Naughty Bus The Night Pirates	<b>Theme: Buildings/ Easter</b>  <b>Key Texts:</b> The Three Little Pigs What's Underneath? Signs in the Environment Suddenly- C McNaughton All Kinds of Homes	<b>Theme: The Global Garden</b>  <b>Key Texts:</b> Oliver's Vegetables Jack and the Beanstalk Jasper's Beanstalk Non-Fiction My Bean Diary	<b>Theme: The Great Outdoors</b>  <b>Key Texts:</b> Little Red Riding Hood We're going on a Bear Hunt Natural Disasters Minibeasts Rosie's Hat Billy and the Beast The Dinosaur that pooped a planet
	Settling into school	Visit the church	A visit to the Park	A walk around the village		Sports Day Transition Visit to Wendover
<b>PSED</b>	<b>Key Question: Who am I?</b>  <b>Skills:</b> To build constructive and respectful relationships. Express their feelings and consider the feelings of others.  <b>Knowledge:</b> To know that we are unique and valuable individuals.		<b>Key Question: Can I do this?</b>  <b>Skills:</b> To show resilience and perseverance in the face of challenge. Identify and moderate own feelings socially & emotionally  <b>Knowledge:</b> To know that we have similarities and differences		<b>Key Question: What do you think?</b>  <b>Skills:</b> To think about the perspectives of others. Manage their own needs.  <b>Knowledge:</b> 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.					
<b>CL</b>	<b>Key Question: Why should I Listen?</b>  <b>Skills:</b> Understand how to listen carefully and why listening is important. Engage in story times.  <b>Knowledge:</b> To recall information	<b>Key Questions: How ...?</b>  <b>Skills:</b> Ask questions to find out more and to check they understand what has been said to them. Develop social phrases Engage in story times.  <b>Knowledge:</b> To know which words to use to ask a question	<b>Key Questions: What happened?</b>  <b>Skills:</b> Articulate ideas/ thoughts in well-formed sentences. Use a range of connectives.  <b>Knowledge:</b> To know a book, new knowledge and vocabulary.	<b>Key Question: Did I miss out something?</b>  <b>Skills:</b> Describe events in some detail. Use talk to solve problems and organise thinking.  <b>Knowledge: Dependent upon the individual</b>	<b>Key Question: Can I step out a non-fiction map?</b>  <b>Skills:</b> Engage in non-fiction books. Listen to and talk about selected non-fiction  <b>Knowledge:</b> To develop a deep familiarity with new knowledge and vocabulary.	<b>Key Question: I wonder how the .....feels?</b>  <b>Skills:</b> To enhance and perform storylines, adding adjusting the use of language  <b>Knowledge:</b> To have a wide range of vocabulary and story book phrases
<b>PD</b>	<b>Skills: Digital pronate grip</b>  <b>Skills: Catch by chasing a ball</b>  <b>Skills: make snips in paper</b>	<b>Skills: 4 finger grip</b>  <b>Skills: Catch between extended arms</b>  <b>Skills: Explore a range of tools</b>	<b>Skills: Static tripod grip</b>  <b>Skills: Catch and bring arms towards chest</b>  <b>Skills: Cut paper in half and cut straight lines</b>	<b>Skills: Dynamic tripod grip</b>  <b>Skills: Bounce and catch ball</b>  <b>Skills: Cut around shapes</b>	<b>Skills: Forming letters</b>  <b>Skills: Catch a small ball</b>  <b>Skills: Cut string and fabric</b>	<b>Skills: Forming letters</b>  <b>Skills: Bounce and catch a small ball</b>  <b>Skills: Cut holes in the middle of paper</b>
	PD is fundamental and is ongoing at all times. These areas are particular focus. In addition, there is a regular PE slot and swimming in the summer term. The children are also provided with indoor and outdoor activities and equipment to enhance gross and fine motor control.					



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<b>Lit</b>	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	
<b>Maths</b>	<b>Key Question:</b>  <b>Skills:</b> To count 1:1 and to subitise to 5; to find 1 more 1 fewer  <b>Knowledge:</b> 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		<b>Key Question:</b>  <b>Skills:</b> To subitise to 10; to find 2D and 3d shapes; to use addition to 10  <b>Knowledge:</b> 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		<b>Key Question:</b>  <b>Skills:</b> To count forward/ backward from any given number; To add/ subtract by counting on/ back To share a quantity To investigate and explore patterns  <b>Knowledge:</b> To know and recognise numbers 1-20 To know doubles/ halves To know odd and even numbers	
<b>UoW</b>	<b>Key Question: How does time pass?</b>  <b>Skills:</b> to settle into the school routine  <b>Knowledge:</b> The times of the day go in order and repeat everyday e.g. morning is before lunch time	<b>Key Question: How do people across the world celebrate?</b>  <b>Skills:</b> to talk about their own family and customs/ celebrations  <b>Knowledge:</b> 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)	<b>Key Question: How do you travel?</b>  <b>Knowledge:</b> To know that we change what we do/wear in response to the passage of time;		<b>Key Question: How does the passage of time create changes?</b>  <b>Knowledge:</b> To know the sequence of life cycles	<b>Key Question: What can you see that has changed?</b>  <b>Knowledge:</b> That the passage of time changes the world around us
	<b>Key Question: Where do I live?</b>  <b>Skills:</b> To find simple features on a simple map.  <b>Knowledge:</b> To locate the Uk on a simple map	<b>Key Question: Which places are special? Why?</b>  <b>Skills:</b> To talk about a special place  <b>Knowledge:</b> To begin to recognise the similarities between people around the world and how they live and celebrate	<b>Key Question: Where are you going?</b>  <b>Skills:</b> To make simple maps  <b>Knowledge:</b> To use and understand locational language	<b>Key Question: Can I make a difference?</b>  <b>Skills:</b> To talk about their likes/ dislikes about the local environment  <b>Knowledge:</b> To observe changes and patterns.	<b>Key Question: How do I get my food?</b>  <b>Skills:</b> To learn to care for the environment and to use resources with care  <b>Knowledge:</b> To develop an awareness of the wider world	<b>Key Question: What do I want for the future?</b>  <b>Skills:</b> To observe, notice traces of animals and plants  <b>Knowledge:</b> To know that animals and plants live alongside and depend on each other



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	<p><b>Key Question: What do I like/ dislike about where I live?</b></p> <p><b>Skills:</b> Create drawings and models of their environment</p> <p><b>Knowledge:</b> Identify features of the local environment</p>	<p><b>Key Question: Cooking: Why does that happen?</b></p> <p><b>Skills: Explore</b> objects/ materials/ living things/ resources designed to model scientific processes.</p> <p><b>Knowledge:</b> Notice changes</p>	<p><b>Key Question: Loose parts. I wonder.....?</b></p> <p><b>Skills: Explore</b> objects/ materials/ living things/ resources designed to model scientific processes. (Forces)</p> <p><b>Knowledge: Dependent upon the children</b></p>	<p><b>Key Question: What makes a good building?</b></p> <p><b>Skills:</b> Explain simple phenomena: How? Why?</p> <p><b>Knowledge:</b> Talk about similarities, patterns and change</p>	<p><b>Key Question: Are they the same?</b></p> <p><b>Skills: Listen and respond to stories</b> about scientific processes/ events/ objects.</p> <p><b>Knowledge:</b> Know what plants/ animals need to grow</p>	<p><b>Key Question: What do I notice?</b></p> <p><b>Skills:</b> Qualitative Talk about similarities and differences.</p> <p><b>Knowledge:</b> Know how environments differ. Talk about changes</p>
RE	<p><b>Theme:</b> Special People</p> <p><b>Key Question:</b> What makes people special?</p> <p><b>Religions:</b> Christianity, Judaism</p> <p><b>UC: God-UF1</b></p> <p><b>Skills:</b> Think/ talk about what makes people special. Observe simil/ uniqueness.</p> <p><b>Knowledge:</b> To have a sense of own immediate family and relations To learn that they have similarities and differences that connect them to, and distinguish them from others</p>	<p><b>Theme:</b> Christmas</p> <p><b>Key Question:</b> What is Christmas?</p> <p><b>Religions:</b> Christianity</p> <p><b>UC: Incarnation-UF2</b></p> <p><b>Skills:</b> Ask questions about what makes a good present and why.</p> <p><b>Knowledge</b> To remembers and talk about significant events in their own experience To recognise and describe special times and family customs and routines</p>	<p><b>Theme:</b> Celebrations</p> <p><b>Key Question:</b> How do people celebrate?</p> <p><b>Religions:</b> Islam, Judaism</p> <p><b>Skills:</b> Observe the similarities and the uniqueness of celebrations</p> <p><b>Knowledge</b> To know that not everyone does the same things and that's OK To know that some things are the same in people's families and some things are different</p>	<p><b>Theme:</b> Easter</p> <p><b>Key Question:</b> What is Easter?</p> <p><b>Religions:</b> Christianity</p> <p><b>UC: Salvation-UF3</b></p> <p><b>Skills:</b> Reflect on experiences and show sensitivity and respond to others</p> <p><b>Knowledge</b> To know that not everyone does the same things and that's OK To know that some things are the same in people's families and some things are different</p>	<p><b>Theme:</b> Story Time</p> <p><b>Key Question:</b> What can we learn from stories?</p> <p><b>Religions:</b> Buddhism, Christianity, Islam, Hinduism, Sikhism</p> <p><b>Skills:</b> Identify what they have heard and make links to their own experiences.</p> <p><b>Knowledge</b> To know that not everyone does the same things. To look closely at similarities, differences and patterns.</p>	<p><b>Theme:</b> Special Places</p> <p><b>Key Question:</b> What makes places special?</p> <p><b>Religions:</b> Christianity, Islam, Judaism</p> <p><b>Skills:</b> Think and talk about what makes places special. Observe the similarities and the uniqueness.</p> <p><b>Knowledge</b> To recognise and talk about the differences and similarities between themselves and others, including different communities and traditions</p>
Ead	<p><b>Key Question: Which colour should I use?</b></p> <p><b>Skills:</b> To use pre-made colours and to wash a brush</p> <p><b>Knowledge:</b> To know colours</p>	<p><b>Key Question: How do I make ...?</b></p> <p><b>Skills:</b> To observe the changes to colour when mixing</p> <p><b>Knowledge:</b> To know how to make secondary colours</p>	<p><b>Key Question: Is it too dark?</b></p> <p><b>Skills:</b> To add paint with control and to mix</p> <p><b>Knowledge:</b> To know that adding white/ black will change the tone</p>	<p><b>Key Question: How does it feel?</b></p> <p><b>Skills:</b> To use a range of tools and techniques</p> <p><b>Knowledge:</b> To know different techniques creates texture</p>	<p><b>Key Question: Who am I?</b></p> <p><b>Skill:</b> To produce portraits/ pictures with added detail</p> <p><b>Knowledge:</b> To know that eyes and ears are central to the height of a face</p>	<p><b>Key Question: Can I make my work better?</b></p> <p><b>Skills:</b> To independently select additional tools</p> <p><b>Knowledge:</b> Dependent upon the above</p>
	<p><b>Key Question: How does it make me feel?</b></p> <p><b>Skills:</b> To listen and respond to music from across the world</p> <p><b>Knowledge:</b> To know that we respond differently to music</p>	<p><b>Key Question: Can I make music?</b></p> <p><b>Skills:</b> To listen/ copy an adult</p> <p><b>Knowledge:</b> To know that we can make music by playing body percussion or by using any object</p>	<p><b>Key Question: Do all instruments sound the same?</b></p> <p><b>Skills:</b> Use instruments with care and to keep a steady beat</p> <p><b>Knowledge:</b> To know the names of instruments</p>	<p><b>Key Question: What happens if...?</b></p> <p><b>Skills:</b> To listen and notice changes</p> <p><b>Knowledge:</b> To know that we can change the tempo/ dynamics</p>	<p><b>Key Question: How do I read music?</b></p> <p><b>Skills:</b> To follow pictures and play/ rest in response</p> <p><b>Knowledge:</b> To know that music can be represented by pictures</p>	<p><b>Key Question: Can I write music?</b></p> <p><b>Skills:</b> To copy and extend an idea and adapt work using IT</p> <p><b>Knowledge:</b> To know that music can be represented by pictures</p>
	<p><b>Key Question: What happened in the story?</b></p> <p><b>Skills:</b> To join in with stories and to respond by re-enacting</p> <p><b>Knowledge:</b> To recall key events</p>	<p><b>Key Question: Can I retell a story?</b></p> <p><b>Skills:</b> To use small world equipment and link it to a story/ rhyme</p> <p><b>Knowledge:</b> To know story book language</p>	<p><b>Key Question: How can I change it?</b></p> <p><b>Skills:</b> To use learnt stories to develop a storyline</p> <p><b>Knowledge:</b> To retell a story in correct sequence</p>	<p><b>Key Question: How will I adapt the story?</b></p> <p><b>Skills:</b> To add or make changes to a storyline</p> <p><b>Knowledge:</b> To know and use a range of adjectives</p>	<p><b>Key Question: I wonder how the .....feels?</b></p> <p><b>Skills:</b> To enhance and perform storylines, adding adjusting the use of language</p> <p><b>Knowledge:</b> To have a wide range of vocabulary and story book phrases</p>	



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	<p><b>Key Question: What shall I use?</b></p> <p><b>Skills:</b> To explore materials</p> <p><b>Knowledge:</b> To know the names of different materials.</p>	<p><b>Key Question: How can I attach this?</b></p> <p><b>Skills:</b> To use different techniques for joining materials safely</p> <p><b>Knowledge:</b> To know how to join together materials</p>	<p><b>Key Question: How much do I need?</b></p> <p><b>Skills:</b> Use materials with care and precision</p> <p><b>Knowledge:</b> To know that all materials are precious and should not be wasted</p>	<p><b>Key Question: Which tool should I use?</b></p> <p><b>Skills:</b> Use a range of tools with skill and co-ordination</p> <p><b>Knowledge:</b> To know the name and use of some simple tools</p>	<p><b>Key Question: How will I improve my design?</b></p> <p><b>Skills:</b> Observe, explore and adapt work</p> <p><b>Knowledge:</b> Dependent upon the above</p>	<p><b>Key Question: Shall I show you..?</b></p> <p><b>Skills:</b> To use talk to explain the process</p> <p><b>Knowledge:</b> To know and use specific vocabulary</p>
<p><b>Sustainable Development Goals</b></p>	<p><b>Goal 3: Good Health and Wellbeing</b> 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.</p>	<p><b>Goal 16: Peace and Justice Strong Institutions</b> 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?</p>	<p><b>Goal 5: Gender Equality</b> 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.</p>	<p><b>Goal 11: Sustainable Cities and Communities</b> <b>Goal 9: Industry, Innovation and Infrastructure</b> 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.</p>	<p><b>Goal 15: Life on Land</b> 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?</p>	<p><b>Goal 13: Climate Action</b> Linking with The Great Outdoors topic and natural disasters. What is climate change? How can we protect our world?</p>