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**EYFS Reception Curriculum Overview 2023-24**

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| --- | --- | --- | --- | --- | --- | --- |
|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Themes | **All About Me**  **I belong**  Autumn  Family  Healthy Eating, rest and exercise-  looking after our  Bodies  Welcome Mass | **Colour / Christmas**  Autumn / Winter  Bonfire Night  Halloween  Remembrance day  Birthdays  Christmas story | **Winter wonderland**  Winter  Weather  Cold animals  Penguins  Chinese New Year | **The World around us**  **( People who help us)**  Shrove Tuesday  Easter  New life - planting  Spring  Comparing environments - trip - into crook -looking at our local environment - comparing to school grounds - what can we see? | **All creatures great and small**  Frog / butterfly / plant life cycle  Insects / safari / jungle / farm  Growth  farm trip | **Journeys**  Summer  Change / transition  Past and present  Graduation  Journeys around the world - other countries comparing |
| 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 | Starting School - Janet & Allan Ahlberg  Alfie’s feet - Shirley Hughes  Smartest Giant in town - Jula Donaldson  Supertato series -Paul Linnett & Sue Hendry  Hairy Mclairy and Friends.  The Large Family- set  Charlie Cooks favourite Book-Julia Donaldson (their identity labels for belongings link to the story they appear in)  supertato | Funny Bones - Alan Hlberg  Room on a broom - Julia Donaldson  Winnie the witch - Valerie Thomas & Korky Paul  Big red bath - Julia Jarman  Brown bear, brown bear what do you see - Eric Carle  Alfie’s birthday - Shirley Hughes  Nativity  Jesus’ christmas party - Nicholas Allen  Father Christmas needs a wee - Nicholas Allen  Elmer - David McKee | Stickman - Julia Donaldson  Elmer in the snow - David McKee  It was a cold dark night - Tim Hopgood  Polar bear, Polar bear what do you hear - Eric Carle  One WInters Day - Christina Butler  One Snowy NIght - Nick Butterworth  Snow bears - Martin Waddell  The Emperor’s egg - Martin Jenkins | Flashing fire engines-nTony MItton & Ant Parker -  What the ladybird heard - Lydia Monks  People who help us - non fiction books  Ness the nurse Nick Sharratt  Real Superheroes - Julia Seal  Handas surprise - Eileen Young  Simon Sock - Sue Hendraz & Paul Linnett  Percy the parkkeeper - Nick Butterworth  The jolly postman - allan ahlberg | Teeth  Sharing a shell - Julia Donaldson  A squash and a squeeze - Julia Donaldson  Rumble in the jungle - Giles Andreae & David Wojtowycz  Zog - Julia Donaldson  The very hungry caterpillar - Eric Carle  Tiddler - Julia Donaldson  Hairy MaClary - Lynley Dodd  Gruffalo - Julia Donaldson  Snail and a whale – Julia Donaldson | On the way home - Jill Murphy  What the ladybird heard - Lydia Monks  The snorgh and the sailor - Will Buckingham  Snail and a whale - Julia Donaldson  The Jolly Postman - Janet & Allan Ahlerg  Mr Gumpy’s motorcar - John Birmingham  Please Don’t chat to the bus driver - Shen Roddie  Oi get off our train - John Birmingham  Noah’s Ark  The pirates next door - Johnny Duddle |
| PLOD (Possible lines of development) | Bonfire night - landmarks of London - houses of Parliament. London being our capital city.  How other countries, religions celebrate Christmas | | People who help us - emergency services focus - 999  Chinese costume / dress / traditions  New life - families within our settings due to have babies | | Different kinds of vehicles from past to present  ten frames - linking to passengers on a bus  secret garden - what can we see in this environment and how does it change throughout the year. | |
| Communication & Language | Understand how to listen carefully and why listening is important  -Engage in story times  -Learn new vocabulary  -Use new vocabulary  -Learn rhymes, poems and songs  -speaking, singing and listening using the MUSIC programme Charanga. Copy and repeat back- lead and listen | -Ask Questions to find out more and to check they understand what has been said to them  -Develop social phrases  -Engage in story times  -Listen carefully to rhymes and songs, paying attention to how they sound | -Articulate their ideas and thoughts in well-formed sentences  -Connect one idea or action to another using a range of connectives  -Describe events in some detail | -Engage in non fiction books  -Listen to and talk about selected non fiction to develop familiarity with new knowledge and vocabulary  -Use talk t help work out problems and organise thinking and activities | -Listen to and talk about stories, build familiarity and understanding  -Engage in non fiction books  -Listen to and talk about  -Explain how things work and why they might happen  -Use new vocabulary in different contexts | -Retell a story once they have developed a deep familiarity with the text  -Some as exact repetition and some in their own words  -Use new vocabulary in different contexts |
| PD  Fine Motor Skills  Gross Motor Skills | Athletics  And Fundamental movement  -Experiment with running, jumping, hopping and stopping  -changing dynamics - walk slowly/quickly  -handle equipment safely  -perform basic actions | Games  -play on their own and with others,  - keeping themselves safe by finding a space.  -avoiding others by controlling their bodies so they don’t fall over, move forwards, sideways, backwards at different speeds and with increasing control | Dance  -Maintain attention and concentrate when exploring and performing in dance activities  -Demonstrate rhythmical response  -express feelings through movement | Gymnastics  -Balance and stretch - what is a balance, -balancing on body parts / pints of balance  -Explore five basic shapes - straight/tucked/star/straddle/pike  - explore side stepping, skipping, jumping, sliding, crawling. | Orienteering  -begin to identify where things are on a simple map  -begin to use simple maps and diagrams to follow a trail  -begin to work and behave safely when working cooperatively with others  - begin to select appropriate equipment for a task | Games  -play on their own and with others, keeping themselves safe by finding a space.  -avoiding others by controlling their bodies so they don’t fall over, move forwards, sideways, backwards at different speeds and with increasing control  -Join in games with others (sports day)  -Take turns  -Stay within boundaries of a game |
|  | Develop the overall body strength, coordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics and sport  -Develop small motor skills so that they can use a range of tools competently, safely and confidently including utensils to eat and pencils to write. | | | | | |
| PSED | -see themselves as a valuable individual  -build constructive and respectful relationships  -Express their feelings and consider feelings of others  -ipad photographs of self and others, places in the environment-print and review/discuss. | | -Show resilience and perseverance in the face of a challenge  -Identify and moderate their own feelings socially and emotionally | | -think about the perspective of others  -manage their own needs | |
|  | The above statements have been separated for extra focus but all will apply ongoing throughout the year | | | | | |
| Literacy | -Read individual letters by saying the sounds for them  -Name writing - correct letter and case  -Pencil grip  -Writing initial sounds | -Blend sounds into words, so that they can read short words made up of known letter sound correspondences  -Identifying initial and final sounds when writing  -Begin to read some letter groups that each represent one sound and say sounds for them | -Read some letter groups that each represent one sound and say sounds for them  -read a few common exception words  -Writing simple words; cvc | -Read simple phrases and sentences made up of words with known letter - sound correspondences and, a few exception words  -Re-read books to build confidence in word reading, fluency, understanding and enjoyment  -Labels and caption writing | -form lower-case and capital letters correctly  -Spell words by identifying the sounds and then writing the sounds with letter/s  -Captions and simple sentences | -write short sentences with words with known letter sound correspondence  -using a capital letter and a full stop.  -Some HF words are spelt correctly  -re-read what they have written to check that it makes sense. |
| Phonics | RWI - set 1 sounds (32)  Introduced children to a new sound daily,  -revisit previously taught sounds -introduce oral blending.  -Fred talking vc and cvc words from Lesson plans 1.1-1.6  -Robot writing letter formation each new sound and a previously taught sound. | RWI - set 1 sounds (32)  Introduced children to a new sound daily,  -revisit previously taught sounds  -be oral blending. Children will have been introduced to all sounds by the end of this term.  -Fred talking vc and cvc words from Lesson plans 1.1-1.6  -Fred in head and speedy reading skills developing.  -Magnetic letters to segment vc and cvc words.  -Robot writing letter formation, looking at shape of letters and placing on the line.  -Ditty sheets, reading and holding a sentence to record.  -Red word wall - reading red words | As autumn term  -lead from word time 1.7  -Spelling vc and cvc -spelling boxes/onlines as done on magnetic letters.  -Ditty sheets, red ditties.  -Red word wall -developed weekly with red words from RWi stories | -Word time 1.7  -Spellings 4 -5 a day  -Red Ditty  -Green level  -Introduce set 2 sounds.  -Red word working wall, add new sounds from weekly stories. | -Word time 1.7  -Spellings 4 -5 a day  -Red Ditty  -Green level  -Introduce set 2 sounds.  -Red word working wall, add new sounds from weekly stories. | -Word time 1.7  -Spellings 4 -5 a day  -Red Ditty  -Green level  -Purple level  -Introduce set 2 sounds.  -Red word working wall, add new sounds from weekly stories. |
| Maths | Weeks 1, 2, 3  -Key times of the day, class routines, where do things belong, exploring the setting  Weeks 4, 5, 6  -Positional language  -Match sort and compare amounts  -Exploring pattern  Week 7, 8, 9  -Represent 1, 2, 3  -comparing 1, 2, 3  -Composition 1, 2, 3  -circle / triangle  Weeks 10, 11, 12  -represent no’s to 5  -one more & one less | | Weeks 1, 2, 3  -introducing zero  -comparing numbers to 5  -composition of 4 & 5  -Compare mass  -compare capacity  Weeks 4, 5, 6  -6, 7 & 8  -combining 2 amounts  -making pairs  -length and height  -time  Weeks 7, 8, 9  -counting to 9 & 10  -comparing numbers to 10  - Bonds to 10  -3D shapes  -spatial awareness  -patterns | | Weeks 1, 2, 3  -Building numbers beyond 10  -counting patterns beyond 10  -spatial reasoning  -match, rotate, manipulate  Weeks 4, 5, 6  -Adding more  -taking away  -spatial reasoning  -compose and decompose  Weeks 7, 8, 9  -deepening understanding pattern and relationships  -Spatial reasoning mapping | |
| Mastery | -identify when a set can be subitised and when counting is needed  -subitise different arrangements  -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 | | - 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 | | -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 | |
| UW  Past and Present  People, Culture and Communities  The Natural World | Talk about members of their immediate family and community- look at photos of themselves and members of their family when they were younger.  Look at old black and white photographs - use terminology like old and new, past and present.  -Name and describe people who are familiar to them  -Where we live, do we live in a house? Talk about our houses.  -what can we find in crook? Shops, doctors, park, police station, etc  - Explore the natural world around them – looking at their school environment and what they see outside in our foundation garden and compare to the secret garden. | recognise that people have different beliefs and celebrate special times in different ways  -recognise some similarities and differences between life in this country and life in other countries  -Using a globe identify land and water - different countries- link to fruit and vegetables and where they grow  -Looking at our school grounds - in particular our secret garden - finding natural materials to use in our artwork.  -Link to changing seasons what do we notice?  -When telling the story of the Nativity talk about how long ago this happened, use language associated with time. How do things differ from then and now - roads, travelling by donkey, clothes, etc  -what changes are taking place i the outdoors – link to the changing season/weather - how does water change? Can we experiment with freezing water in the freezer and leaving water outdoors – what happens? | -recognise that some environments that are different to the one in which we live  -Talk about the weather in different countries and environments - winter wonderland, desert, forest. What animals may live here and what vegetables may grow in these different environments? | -understand that some places are special to members of the community  -signs of spring what do we notice what changes are taking place?  -discuss the changes in Crook - big supermarkets, markets, shops, cars - past and present, why is it easier/better now, what would have been more difficult for people in the past?  People who help us in our local area - what is their role? how do they keep us safe? - police, fire station, school nurse, dentist  Looking at emergency services vehicles from past to present day – what do we notice? How have they changed? What is similar – talk about the last 100 years. | -explore the natural world around them, what changes can they talk about / observe around our school grounds - link to pictures, google earth, maps how do environments differ, in Crook, places we have visited on holidays, look at photographs and pictures  -when talking about Emergency services look at how the transport they use has changed from the past to the present.  what vehicles do we see in and around crook - looking at the road outside of our school | -draw information from a simple map  -Comment on images of familiar situations in the past  -compare and contrast characters from stories, including figures from the past  -make representation of a map of our classroom / school  -Using Beebot to follow simple directions.  When discussing different places and how things have changed look at artefacts that could be found in our homes.  -contrast the outdoor environment now and how we have seen it change over the school year – what do they notice in our outdoor environment? |
|  |  |  |  |  | A week dedicated to a different country - children will find out about foods, ;language, costumes, clothes, flag from this country. Look at where this country is on our globe. | |
|  | Understand the effect of changing seasons on the natural world around them  Describe what they see, hear and feel whilst outside.  During registration discuss different languages used across the world and use different greetings from France, Spain, Germany.  Use Greetings to acknowledge Chinese New Year | | | | | |
| EAD  Creating with Materials  Being Imaginative and Expressive | -Develop storylines in their pretend play  -beginning to cut and tear materials  -looking at materials and what they do - scissors, tape, glue  -explore materials  -junk modelling using a variety of materials and tool, talking about what they are using and doing and why they chose this  -collaging using natural materials they find in the secret garden - signs of Autumn | -Sing in a group or on their own, increasingly matching the pitch and following the melody  -Hygiene  -Mixed preprepared ingredients  -using a blunt knife with support, exploring other utensils - fork, spoon - differing sizes  Healthy and unhealthy food options - booking closely at fruits and vegetables and which are grown in and out of the U.K -Farm in a box  -Drawing bodies, faces looking at detail using mirrors | -return to and build on their previous learning, refining ideas and developing their ability to represent them  Talking about the models and pictures they have made and the materials they have used  -printing using a variety of materials and colours, turning their prints into pictures | -create collaboratively sharing ideas, resources and skills  -painting using a variety of different tools - spring flowers / signs of spring  Using fabric to produce pictures related to Spring - using scissors to cut materials and explore different ways of joining them together | -listen attentively, move to and talk about music, expressing their feelings and responses  -Using dough, clay to form a structure/model - adding natural materials we find outdoors in the secret garden to enhance our pictures and models - adding detail  \_ using artist James Brunt as focus when using materials found in the outdoors to create pictures | -watch and talk about dance and performance art, expressing their feelings and responses  -Sorting materials and discussing what they are made of (link to recycling) |
|  | -Explore, use and refine a variety of artistic effects to express their ideas and feelings  -explore and engage in music making and dance, performing solo or in groups | | | | | |
| Cultural Capital | visit from a dentist / dentist resource pack children given new toothbrushes and toothpaste  hairdressers - exposing children to a role play area where we can go to have our hair cut and styled  School nurser health visitor checks throughout the year.  Fact File about of grown-ups | Theatre company into school for a live production  Shopping for healthy and unhealthy foods together in our local area  sending a Christmas card to important people in our community / country - King, parishioners, father Nick, MP  making calendars, cards, hampers to share with people in our local community | CAFOD - visit from volunteer  Chinese new year - tasting different foods / looking at celebrations/clothing/rituals from a different culture  using Google earth to look at differing places around the world - differing environments. | Visit from the Police  Visit to the fire station  school nurse/dentist  visit to crook / post box / accessing local shop / library | visit to hall hill farm  children caring for caterpillars and studying the change to a butterfly - setting these free in our garden  ZooLab - visit into school. | travelling on a bus on a class trip  making a trip to our local ice cream shop - buying our own treat. / handling money |
|  | International week - tasting foods from other countries / different rituals, customs, traditions, clothing  Accessing / role playing with religious artefacts  Musicians into school to visit - brass band  visiting our local library / cafe  Foodbank - collecting and sharing with others. | | | | | |
| British values / Virtues |  | | | | | |

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**EYFS Nursery Curriculum Overview 2023-24**

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| Communication & Language | -Engage in story times  Talk about characters and key elements of the stories, make connection to home life.  -begin to pay attention to more than one thing at a time  -share news and talk about self and home life  -begin to sing simple songs / nursery rhymes from memory  -use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.  -speaking, singing and listening using the MUSIC programme Charanga. Copy and repeat back- lead and listen. | | Understand a question or instruction that has two parts, such as: “Get your coat and wait at the door”.  -Spend a longer time paying attention to more than one thing at a time  - Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”  -Use longer sentences of four to six words | | · Know many rhymes, be able to talk about familiar books, and be able to tell a long story.  · Sing a large repertoire of songs.  · Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. | |
|  | Learn new and use a wider range of vocabulary  Enjoy listening to longer stories and can remember much of what happens.  · Develop their communication, but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’.  · May have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus  · Can start a conversation with an adult or a friend and continue it for many turns. | | | | | |
| PD  Fine Motor Skills  Gross Motor Skills | Athletics / Games  Fundamental movements  · Skip, hop, stand on one leg and hold a pose for a game like musical statues.  · Use large-muscle movements to wave flags and streamers, paint and make marks.  Weaving / threading / cutting | | Dance / Gymnastics  Start taking part in some group activities which they make up for themselves, or in teams. | | Orienteering / Games  -Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.  · Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. | |
|  | Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.  · Go up steps and stairs, or climb up apparatus, using alternate feet.  · Choose the right resources to carry out their own plan. E.g. choosing a spade to enlarge a small hole they dug with a trawl | | | | | |
| PSED | --Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’.  -Show more confidence in new social situations  -Develop their sense of responsibility and membership of a community. | | · Increasingly follow rules, understanding why they are important.  · Become more outgoing with unfamiliar people, in the safe context of their setting. | | · Do not always need an adult to remind them of a rule.  · Talk with others to solve conflicts.  · Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas | |
|  | · Develop appropriate ways of being assertive.  · Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.  · Play with one or more other children, extending and elaborating play ideas.  · Begin to understand how others might be feeling. | | | | | |
| Literacy | · Enjoy songs and rhymes, tuning in and paying attention.  · Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.  · Say some of the words in songs and rhymes.  · Copy finger movements and other gestures. | | · Have favourite books and seeks them out, to share with an adult, with another child, or to look at alone.  · Repeat words and phrases from familiar stories.  · Ask questions about the book. Makes comments and shares their own ideas.  · Develop play around favourite stories using props.  · Make marks on their picture to stand for their name. | | · Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. | |
|  | Sing songs and say rhymes independently, for example, singing whilst playing.  · Enjoy sharing books with an adult.  · Pay attention and responds to the pictures or the words.  · Enjoy drawing freely.  · Add some marks to their drawings, which they give meaning to. For example: “That says mummy.” | | | | | |
| Phonics | RWI- selection of well-loved stories and modern classics.  -Rhymes and Songs  -Traditional Tales.  -Stories, nursery rhymes, poems and songs. Lots of familiarity. Link past and present to develop memory.  -Chant and exaggerate patterns in rhyme to develop sensitivity to rhyme rhythm and alliteration.  -Your turn my time to encourage participation.  -Planned talk time  -Use open and closed questions. | | -RWI- selection of well loved stories and modern classics.  -Rhymes and Songs  -Traditional Tales.  -Stories, nursery rhymes, poems and songs. Lots of familiarity. Link past and present to develop memory.  -Chant and exaggerate patterns in rhyme to develop sensitivity to rhyme rhythm and alliteration.  -Your turn, my time to encourage participation.  -Planned talk time  -Use open and closed questions. | | -RWi Introduce picture to go with each sound when the children are consistent at identifying the images correctly then look at set 1 sounds focus on bouncy and stretchy sounds to teach speed sounds.  -Read the sounds  -Air write the sounds  -Write the sound  -Fred talk orally | |
| Maths | Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: ‘sides’, ‘corners’; ‘straight’, ‘flat’, ‘round’.  · Understand position through words alone – for example, “The bag is under the table,” – with no pointing.  · Make comparisons between objects relating to size, length, weight and capacity.  · Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.  · Combine shapes to make new ones - an arch, a bigger triangle etc. | | · Fast recognition of up to 3 objects, without having to count them individually (‘subitising’).  · Recite numbers past 5.  · Say one number for each item in order: 1,2,3,4,5  -Show ‘finger numbers’ up to 5.  · Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like ‘pointy’, ‘spotty’, ‘blobs’ etc.  · Extend and create ABAB patterns – stick, leaf, stick, leaf.  · Notice and correct an error in a repeating pattern. | | -Know that the last number reached when counting a small set of objects tells you how many there are in total (‘cardinal principle’).  · Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.  -Experiment with their own symbols and marks as well as numerals.  · Solve real world mathematical problems with numbers up to 5.  · Compare quantities using language: ‘more than’, ‘fewer than’.  · Describe a familiar route.  · Discuss routes and locations, using words like ‘in front of’ and ‘behind’.  · Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then.. | |
| UW  Past and Present  People, Culture and Communities  The Natural World | · Begin to make sense of their own life-story and family’s history.  · Explore collections of materials with similar and/or different properties.  · Explore and talk about different forces they can feel.  -looking at the world around them – their immediate environment. What do they notice? Using their senses to talk about what they see, hear, smell, etc  -looking at water – how can it be changed link to winter | | · Show interest in different occupations.  Looking at emergency services vehicles from past to present day – what do we notice?  -Plant seeds and care for growing plants.  · Understand the key features of the life cycle of a plant and an animal.  · Begin to understand the need to respect and care for the natural environment and all living things. | | · Continue to develop positive attitudes about the differences between people.  · Know that there are different countries in the world and talk about the differences they have experienced or seen in photos  Plant seeds and care for growing plants.  looking at the world around them – their immediate environment. WHat do they notice? Using their senses to talk about what they see, hear, smell, etc | |
|  |  |  |  |  | A week dedicated to a different country - children will find out about foods, ;language, costumes, clothes, flag from this country. Look at where this country is on our globe. | |
|  | Talk about what they see, using a wide vocabulary.  · Using their senses to examine and explore natural materials.  · Talk about the differences between materials and changes they notice. | | | | | |
| EAD  Creating with Materials  Being Imaginative and Expressive | · Explore colour and colour mixing.  · Sing the pitch of a tone sung by another person (‘pitch match’).  · Take part in simple pretend play, using an object to represent something else even though they are not similar.  · Explore different materials freely, in order to develop their ideas about how to use them and what to make.  · Develop their own ideas and then decide which materials to use to express them. | | · Create their own songs, or improvise a song around one they know.  · Play instruments with increasing control to express their feelings and ideas.  · Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park  · Join different materials and explore different textures.  · Create closed shapes with continuous lines, and begin to use these shapes to represent objects. | | · Respond to what they have heard, expressing their thoughts and feelings.  · Remember and sing entire songs.  · Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.  · Draw with increasing complexity and detail, such as representing a face with a circle and including details.  · Use drawing to represent ideas like movement or loud noises. | |
|  | Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.  · Listen with increased attention to sounds.  · Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. | | | | | |
| Cultural Capital | visit from a dentist / dentist resource pack children given new toothbrushes and toothpaste  hairdressers - exposing children to a role play area where we can go to have our hair cut and styled  School nurser health visitor checks throughout the year.  Fact File about of grown-ups | Theatre company into school for a live production  Shopping for healthy and unhealthy foods together in our local area  sending a Christmas card to important people in our community / country - King, parishioners, father Nick, MP  making calendars, cards, hampers to share with people in our local community | CAFOD - visit from volunteer  Chinese new year - tasting different foods / looking at celebrations/clothing/rituals from a different culture  using Google earth to look at differing places around the world - differing environments. | Visit from the Police  Visit to the fire station  school nurse/dentist  visit to crook / post box / accessing local shop / library | visit to hall hill farm  children caring for caterpillars and studying the change to a butterfly - setting these free in our garden  ZooLab - visit into school. | travelling on a bus on a class trip  making a trip to our local ice cream shop - buying our own treat. / handling money |
|  | International week - tasting foods from other countries / different rituals, customs, traditions, clothing  Accessing / role playing with religious artefacts  Musicians into school to visit - brass band  visiting our local library / cafe  Foodbank - collecting and sharing with others. | | | | | |