



SACRISTON  
**ACADEMY**

**EARLY YEARS  
CURRICULUM**

## Our Vision

Sacriston Academy aims to provide a creative, inclusive, challenging and real-world curriculum that inspires future thinkers, innovators and problem solvers in an immersive environment that stimulates and supports high quality learning. To ensure that all learners exceed their potential academically, socially, emotionally and spiritually with their families, in their communities as in the wider world ensuring that they become ambitious lifelong learners.

## Principles and Purpose

A child's 'Learning Journey' begins in Early Years. Early Years is the bedrock of all learning and is a critical stage of our children's development. We believe that the Early Years Foundation Stage is crucial in securing solid foundations that children are going to continue to build upon. It is our intent that the children who enter our EYFS develop physically, verbally, cognitively and emotionally whilst embedding a positive attitude to school and learning.

## Aims

In Early Years our pupils will:

- develop language acquisition and expand their vocabulary in order to become confident and effective communicators.
- extend their understanding in personal, social and emotional development in order to become resilient and self-assured learners.
- be taught how to manage their feelings and behaviour in a range of situations.
- develop their knowledge in early literacy and mathematics.
- acquire a range of physical key skills including: rolling, bowling, throwing, catching, fine and gross motor control.
- acquire a range of artistic key skills including: drawing, painting, collage, sculpture, textiles, printing.
- explore the world around them and deepen their understanding of living things and the environment.
- experience a curriculum immersed in story and literature.
- begin to transfer their learning (taught skills) into the wider environment especially the outdoors and become competent problem solvers.
- talk about features of their own immediate environment and how they might vary from other environments.
- Gain knowledge about past and present events in their own lives and of family members.

## **Our approach:**

The Early Years curriculum is delivered through:

- Well planned and purposeful play-based activities
- Teacher directed lessons and learning activities
- Child led activities
- Opportunities for exploration, choice and decision making by the children
- Well-resourced indoor and outdoor environments
- The Early Years Teaching ensure that children are equipped with a range of knowledge, skills and experiences that provide the right foundation for good progress through school and life.
- Creates and maintains an exciting and stimulating learning environment
- Ensures that each child's education has continuity and progression
- Enables all children to contribute positively within a culturally diverse society
- Promotes challenge, innovation and entrepreneurialism
- Opportunities to learn in different environments.

## **Our School Context:**

As a school, we have identified the main barriers to learning for our pupils are:

- Lack of life experiences
- Poor speech, language and communication skills
- Poor social skills
- Readiness to learn

As a result, when designing our curriculum, we have ensured a well-planned program which recognises the knowledge and skills, pupils will need for later life taking into account our local coal mining heritage. Sacriston Academy places the community at the heart of all it does, we strive to leave a legacy for future learners and generations to come.

## Nursery Curriculum Overview

| Maths                                |    |  |   |   |  |  |
|--------------------------------------|---|---|---|--|---|---|
|                                      | <b>Amazing Autumn</b>   | <b>Frozen Land</b>  | <b>5,4,3,2,1 Blast Off!</b>   | <b>All the Colours of The Rainbow</b>  | <b>The Garden of Life</b>   | <b>Once Upon a Time</b>   |
| Maths<br>(Number)                    | <p><b>Pre Number Strand</b></p> <p>Counting (Making a set, comparing sets attribute discrimination, matching objects, rote counting)<br/>Introduction to Numicon and other Number representations<br/>Number songs<br/>Number recognition of personal significance<br/>numerals in the environment<br/>Reading and writing<br/>Creates and experiments with symbols and marks representing ideas of number.</p> |   | <p><b>The Number Strand</b></p> <p>Counting and naming sets to 5.<br/>One to one correspondence (tagging / synchrony / tracking)<br/>Cardinality<br/>Stable order principle (they must be in a repeatable order and this stable order must be at least as long as the number of items that are to be counted)<br/>Conservation of number (quality does not change with physical rearrangement)<br/>Subitizing to 5<br/>Counting on and back</p> | <p><b>The Number Strand</b></p> <p>Counting (naming sets 6-10)<br/>1 more / 1 less as the next number (number after rule)<br/>Symbols / words for sets<br/>Numeral matching<br/>Abstraction principle (objects can be different sized or colour but still the same amount)<br/>Number irrelevance principle (order of counting is not important)<br/>Subitizing (instant recognition)<br/>Balancing numbers (same / equals)<br/>Small number addition (how many altogether)<br/>More able / challenge<br/>Making, counting and naming groups of ten.</p> |   |   |
| Maths<br>(Shape, Space and measures) | <p>Making and identifying patterns<br/>Playing with shapes or making arrangements with objects<br/>Matching objects.</p>  |   | <p>Categorising objects according to properties such as shape or size.<br/>Begins to use the language of size. (shorter / taller)<br/>Developing positional language<br/>Exploring Weight (Lighter / heavier)<br/>Exploring Capacity (full, empty, half full)</p>   | <p>Shapes<br/>introduction to 2D shapes<br/>Continuing simple patterns</p>   |   |   |

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| English                                   |   |  |  |   |  |  |
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| Speaking                                  | <p>Use simple sentences with 3-4 words<br/>         Talk about lots of different things<br/>         Use objects or gestures to help me explain what I mean when I am talking<br/>         Ask questions such as what, where and who.<br/>         Beginning to use word endings such as I am going.<br/>         Using new words to describe what they are doing.</p>   |   |   | <p>Begin to use longer sentences, sometimes using and because.<br/>         Talk about something that has happened yesterday<br/>         Ask lots of questions and answer questions.<br/>         Talk about what they are doing now and what might happen later or tomorrow.<br/>         Clarity of meaning when they are trying to describe something.<br/>         Use lots of new vocabulary about things that interest me.<br/>         Pretend about things I am doing and describe what I am doing.</p> |   |   |
| Language / speech development / provision | <ul style="list-style-type: none"> <li>• New vocabulary; introduced through stories (Wonderous words)</li> <li>• 'Words in Action' – new vocab displayed around book of the week with a pictorial prompt, children will find examples from around the environment and make a collection.</li> <li>• Role play – life area / themed role play and puppet theatre for retelling. (Modelled, self-initiated and supported)</li> <li>• Conversations modelled. Children's sentences copied back to them including more / a higher level of vocabulary.</li> <li>• Small group conversations with peers and teacher</li> <li>• Development of full sentence use (modelled and MTYT strategy)</li> <li>• Snack time used for language development of manners / full sentences / peer questioning</li> <li>• Ten second rule used by all staff allowing children an appropriate thinking and response time to questions.</li> <li>• Blast 1 <i>Boosting Language Auditory Skills and Talking</i>.</li> <li>• Non-verbal communication cards for behaviour expectations.</li> <li>• Listening, attention and social communication skills</li> <li>• Blast 2 (In summer term for more able) <i>works on the underpinning skill for reading via a phonics approach which is known as Phonological Awareness</i></li> </ul> |   |   |  |   |   |
| Reading Focus                             | <p>Turn pages in a book.<br/>         Use role play or figures to help retell parts of a story.<br/>         Fill in missing words when the adult reading stops.<br/>         Explore books independently<br/>         They identify their favourite rhymes and songs.<br/>         Joins in with favourite stories and join in with repetitive words or phrases.</p>  |   |   | <p>Sings nursery rhymes and songs.<br/>         Join in with rhymes.<br/>         Recognise alliteration at a basic level.<br/>         Clap out 2-3 syllables<br/>         Join in with favourite stories.<br/>         Predict what will happen next in a story.</p>   |   |   |

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|                                   | Know the missing words in stories and rhymes.   |   |   | <p>Know that stories have a beginning, middle and end.<br/>         Listen to stories and talk about them.<br/>         Discuss the settings and characters as well as the important events in a story.<br/>         Recognise their own name and words that are important to them such as mam, favourite foods and shops.<br/>         Hold books the correct way up and treat books carefully.<br/>         Know that books can give information.<br/>         Know that the words can tell you information.<br/>         Share and read books with an adult.<br/>         Read the labels and packets in role play areas and signs.<br/>         Investigate, read and make up simple stories.</p> |  |  |
| Whole class reading               | <ul style="list-style-type: none"> <li>• Dialogic Reading – a story per week as a focus for language activities with a daily story. This will be modelled to all parents / carers each Friday.</li> <li>• Poems / rhymes / non-fiction and fiction books balanced across the week and used to embed new words.</li> <li>• Daily Storytime (at least one per day on top of the weekly text)</li> <li>• Comprehension via questioning.</li> </ul> |   |   |   |  |  |
| Individual reading                | <ul style="list-style-type: none"> <li>• Weekly library session ran by Y5/6 children / read to by older children.</li> <li>• Read and Relax area in the nursery environment / reading tent to encourage children's interest in books.</li> <li>• Outdoor read and relax area.</li> <li>• Resources labelled with pictures / words</li> </ul>  |   |   |   |  |  |
| Modelled reading / Parent support | <ul style="list-style-type: none"> <li>• Frank the Frog Story Sack– selection of home readers for children to enjoy, themed each round of children.</li> <li>• Weekly reading session with parents as they join us for a class story each Friday.</li> <li>• Termly reading themed stay and play sessions.</li> <li>• Themed days such as World Book Day.</li> </ul>  |   |   |   |  |  |
| Phonics                           | Phase 1: Aspect 1<br>General Sound<br>Discrimination<br>Environmental Sounds  | Phase 1: Aspect 2<br>General Sound<br>Discrimination<br>Instrumental Sounds | Phase 1: Aspect 3<br>General Sound<br>Discrimination Body<br>Percussion | Phase 1: Aspect 4<br>Rhythm and Rhyme   | Phase 1: Aspect 5<br>Alliteration<br><br>Read Write Inc set 1<br>sounds (more able only) | Phase 1: Aspect 6 Voice<br>Sounds Aspect 7 Oral<br>Blending and<br>Segmenting<br>Read Write Inc set 1<br>sounds (more able only) |
| Writing Provision                 | <p>Say what their different marks mean.<br/>         Hold a chunky tool and make marks that go up and down or round and round.<br/>         Draw lines that go across up and down.<br/>         Draw pictures to show amounts.<br/>         Encourage children to make their own marks.</p>   |   |   | <p>Copy some of the letters of their name.<br/>         Sometimes, they can identify what their paintings or drawing mean.<br/>         When they see writing, they can say what they think it means<br/>         Make lines and marks with a pencil.</p>   |  |  |

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| Text Stimuli | We're Going on a Leaf Hunt, After the Storm, Guess How Much Love You Autumn, Leaf Man, Squirrel's Busy Day, Why Do leaves Change Colour?, What Can You See in Autumn?, Hedgehog Howdedo | Lost and Found, Little Penguin Lost, The Not So Brave Penguin, Be Brave Little Penguin, The Problem with Penguins | Whatever Next, Aliens Love Underpants – CF, Seven ways to Catch A Moon - M.P Robertson The Smeds and Snoods – JD, Goodnight Spaceman, Zoom Rocket Zoom, How to Catch a Star, The Way Back Home, On the Moon, Life in Space | The Rainbow Fish, The Colour Monster, Elmer, Little Red Riding Hood, Mouse Paint, A Colour of His Own, If Kisses Were Colours | Jack and the Beanstalk, Farmer Duck – M Waddell, Yuck – M Manning, Dogs – E Gravett, Matilda's Cat – E Gravett, Animal Pants – B Moses, The Crocodile who Didn't Like Water – G Merino Tiddler – Julia Donaldson, The Tiny Seed, I Dig My Garden – Singing Hands, Oliver's Vegetables, Oliver's Fruit Salad, Growing Frogs – V French Owl Babies, Kipper's Beanstalk | Billy Goats Gruff, Three Little Pigs, Goldilocks and the Three bears (Beware of the Bears), The Magic Porridge Pot (The Magic Pasta Pot), The Little Red Hen, |
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| Science   |   |   |   |    |   |   |
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|   | <b>Amazing Autumn</b>  | <b>Frozen Land</b>   | <b>5,4,3,2,1 Blast Off!</b>  | <b>All the Colours of The Rainbow</b>   | <b>The Garden of Life</b>  | <b>Once Upon a Time</b>  |
| <p>(The Natural World)</p> <p>Explore the world around them, making observations and drawings of animals and plants</p> <p>Know some similarities and differences between the natural world around them and contrasting environments.</p> <p>Understand some important processes and changes in the natural world around them</p> | <p><b>Mud kitchen / materials</b></p> <p><b>Seasonal / forces</b></p> <p>Develop an understanding of growth, decay and changes over time.<br/>Talk about natural and found objects<br/>Look closely at similarities &amp; differences and change<br/>Name some similarities and differences in relation to objects and materials<br/>Observe changes in materials over time.<br/>Observe what happens to water when it is poured, sprinkled, mixed, stirred and squirted.<br/>Asks questions about aspects of their familiar world.<br/>Talk about things they have observed</p> | <p><b>Seasonal changes/ freezing / materials</b></p> <p><b>Polar habitats</b></p> <p>Talk about natural and found objects<br/>Name some animals and plants from different habitats.<br/>Talk about the features of their own immediate environment and how environments might vary.<br/>Asks questions about aspects of their familiar world.<br/>Investigate objects and materials by using all of their senses as appropriate.</p> | <p><b>Stars / space / light / electricity</b></p> <p>Know some things need electricity to power them.<br/>Know that batteries provide electrical power.<br/>Develop observation skills and look closely at similarities, differences, patterns and change<br/>Begin to ask questions about why things happen and how things work.<br/>Begin to understand that there are things that scientists currently do not know.</p> | <p><b>Seasonal change / light / materials / water investigations</b></p> <p>Know that dark is the absence of light.<br/>Begin to understand that light comes from a light source.<br/>Begin to experiment with colour.<br/>Observe what happens to water when it is poured, sprinkled, mixed, stirred and squirted.</p> | <p><b>Animals including humans</b></p> <p><b>Plants / mini beasts</b></p> <p>Make observations of plants and animals.<br/>Show care and concern for living things and the environment<br/>Talk about plants<br/>Begin to identify some similarities and differences in relation to living things<br/>Make observations about plants and explains why some things occur/change.</p> | <p><b>Plants</b></p> <p>Make observations of plants.<br/>Learn about the things that plants need in order to survive.<br/>Experience planting and taking care of plants.</p> |
| Working like a scientist.   | Demonstrate curiosity about how things behave, ask questions about things to test, talk about ideas for testing how things behave, Use senses to look closely at how things behave, carry out simple tests with adult support, use simple equipment to observe, talk about what I have done and what I noticed   |  |  |   |  |  |

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|                    | <b>Amazing Autumn</b>   | <b>Frozen Land</b>  | <b>5,4,3,2,1 Blast Off!</b>  | <b>All the Colours of The Rainbow</b>   | <b>The Garden of Life</b>  | <b>Once Upon a Time</b>   |
| <b>PSHE / PSD</b>  | <p><b>Self-Regulation</b><br/> Show an understanding of their feelings and those of others (EYH5 / EYR4 / EYWW1 / EYWW4)<br/> Begin to regulate behaviour accordingly (EYH5 / EYH6 / EYR3 / EYR4 / EYR5)<br/> Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate (EYR3 / EYWW3 / EYWW4)<br/> Give focussed attention to what the teacher is saying (EYR3 / EYWW4)<br/> Respond appropriately even when engaged in an activity and show the ability to follow instructions involving several ideas or actions. (EYR3 / EYWW4)</p> <p><b>Managing Self</b><br/> Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge. (EYH6)<br/> Explain the reasons for rules, know right from wrong and try to behave accordingly (EYR5 / EYWW4)<br/> Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices (EYH1 / EYH2 / EYH3 / EYWW4)</p> <p><b>Building relationships</b><br/> Work and play cooperatively and take turns with others (EYH5 / EYH6 / EYR2 / EYR3 / EYR4 / EYR5 / EYWW1)<br/> Form positive attachments and relationships (EYH5/ EYH6 / EYR1 / EYR5)<br/> Show sensitivities to other's needs (EYH5 / EYR2 / EYWW1)</p> |   |  |   |  |   |
| Core Themes (PSHE) | <b>RELATIONSHIPS</b>  |   | <b>HEALTH AND WELLBEING</b>  |   | <b>LIVING IN THE WIDER WORLD</b>   |   |
|                    | <p><b>Pupils should have the opportunity to learn:</b><br/> <b>EYR1:</b> Which are their special people (family, friends, carers), and what makes them special<br/> <b>EYR2:</b> How special people should care for one another.<br/> <b>EYR3:</b> How to listen to other people and play and work cooperatively<br/> <b>EYR4:</b> Strategies to resolve simple arguments through negotiation<br/> <b>EYR5:</b> To recognise how their behaviour affects other people.</p>  |   | <p><b>Pupils should have the opportunity to learn:</b><br/> <b>EYH1:</b> The importance of and how to maintain personal hygiene.<br/> <b>EYH2:</b> What constitutes a healthy lifestyle.<br/> <b>EYH3:</b> The benefits of exercise, rest, healthy eating and good dental health.<br/> <b>EYH4:</b> About growing and changing<br/> <b>EYH5:</b> About new opportunities and responsibilities that increasing independence may bring.<br/> <b>EYH6:</b> To recognise their shared responsibility for keeping themselves and others safe.<br/> <b>EYH7:</b> The names for the main parts of the body and the similarities and differences between boys and girls.</p> |   | <p><b>Pupils should have the opportunity to learn:</b><br/> <b>EYWW1:</b> That people and other living things have needs and that they have responsibilities to meet them.<br/> <b>EYWW2:</b> That they belong to various groups and communities such as family and school.<br/> <b>EYWW3:</b> To help construct, and agree to follow, group and class rules and to understand how these rules help them.<br/> <b>EYWW4:</b> To consider how they can contribute to the life of the classroom.</p> |   |
| <b>RE</b>          | <p><b>Special People</b><br/> Bring in photos of their families, chn to talk about them - add to special tree</p>   |   | <p><b>Special places</b><br/> Bring in photos of places that are special to you and talk to the children about why they are special.</p>   |   | <p><b>Special Times</b></p>  |   |

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|  | <p>invite a local resident who works in a shop, place of worship and a service to tell the children about the jobs they do in the community. Invite a variety of school staff to come and talk to the children about their role in school</p> <p>Invite a parent to come and talk about who is special to them, their beliefs and a little bit about themselves</p> <p>Make an I am special badge and ask children to identify why they think they are special.</p> <p>Chn to talk about their families and make a button portrait.</p> <p>Take a walk into Sacriston – place of worship, shop, and a service (docs) ask people in the community to talk about what their jobs / roles are.</p> <p>Invite the head teacher / another teacher from school or a religious leader to come and talk about who is special to them, their beliefs and a little bit about themselves</p> |   | <p>Take a walk around the KS1 building and talk about special places within school</p> <p>Explore the sound, objects, smells and ritual associate with worship in the classroom</p> <p>Think about our world being a special place – show lots of photos of fantastic people places etc record their thinking.</p> <p>Work together to create a special area in the classroom – it could be enhancing an existing one or creating a new area.</p> <p>Read the Trouble with Dragons, ask children what they think of the world the dragons have created. Explore what we need to do to look after our world (such as plastic in the sea for example)</p> |        | <p>Talk about special times during the nursery session and using the visual timetable, give clues for each one and describe why they are special</p> <p>Talk to children about special times at home and why they are special. If they can, ask them to bring a photo in to share. Hold an ey assembly, linking it to special worship times that religions have. Ask them how they feel during the special time.</p> <p>Watch a video clip of special times and focus on the food – make some of the special food with the children and relate to their own experience of maybe having a birthday cake. Plan and hold a birthday party for one of the nursery toys.</p> <p>Hold a special times parent session to share all of the work they have done and share a special time with their family in school.</p>   |   |
| <b>RE/Festival</b><br>(Joint N / R)          | Harvest Festival  | Halloween<br>Bonfire Night<br>Christmas | Chinese New Year<br>Shrove Tuesday<br>Mother's Day  | Easter | Families   | Father's Day  |
| <b>PE</b><br>Physical – gross and fine motor | <p><b>Nursery Gym – indoors and out (outdoor provision – height blocks, balancing, bikes, scooters, parachute, easels, construction, digging – shoulder girdle strengthening)</b></p> <p><b>Manipulative skills</b> – finger gym area (threading, posting, flicking, picking up, using tweezers, pinching) , simple ball games, large motor movements such as waving ribbons. Dressing toys</p> <p><b>Locomotive Skills</b> Parachute Games / simple flat obstacle course</p> <p><b>Stability Skills</b> – Core Skills - static balancing – floor strengthening / balancing on one leg</p>  |   | <p><b>Nursery Gym – indoors and out (outdoor provision – height blocks, balancing, bikes, scooters, parachute, easels, construction, digging – shoulder girdle strengthening)</b></p> <p><b>Manipulative skills</b> – finger gym area (threading, posting, flicking, picking up, using tweezers, pinching) simple ball games, large motor movements such as waving ribbons. Dressing toys.</p> <p><b>Locomotive Skills</b> Parachute Games / obstacle course introducing some different in height. Jumping and hopping</p> <p><b>Stability Skills</b> – statues – balancing on different body parts develop muscle strength, ball skills</p>            |        | <p><b>Nursery Gym – indoors and out (outdoor provision – height blocks, balancing, bikes, scooters, parachute, easels, construction, digging – shoulder girdle strengthening)</b></p> <p><b>Manipulative skills</b> – finger gym area (threading, posting, flicking, picking up, using tweezers, pinching), letter practise through practising scissor control, pencil grip at the top to make marks, developing spatial awareness through throwing</p> <p><b>Locomotive Skills</b> Parachute Games / obstacle courses with increasing variety in heights and movement skills</p> <p>Running, walking, hopping and jumping changing direction as they travel, movement from left to right, bilateral motor movements, balls skills - kicking</p> <p><b>Stability Skills</b> – dynamic balancing, shoulder girdle stability exercises, body awareness activities such as bunny hops, star jumps</p> |   |
| <b>History</b><br>(Past and Present)         |   |   | Recall some important narratives, characters and figures from the past encountered in books read in   |        |  | Know some similarities and differences between things in the past and now.(Stories from the past) |

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|   |  |  | class. (Neil Armstrong / Helen Sharman)  |   |   | Recall some important narratives, characters and figures from the past encountered in books read in class. (Traditional Tales)                             |
| <b>Geography</b><br>(People, Culture and Communities)       | Describe their immediate environment using knowledge from observation, discussion, stories, nonfiction texts and maps (Talking about their home / nursery environment / places they like in Sacriston using simple geographical vocabulary)  |  |  |   | Describe their immediate environment using knowledge from observation, discussion, stories, nonfiction texts and maps (Talking about their /nursery garden using simple geographical vocabulary)  |  |
| <b>Music</b><br>(Being Imaginative and Expressive)          | Sing a range of well-known nursery rhymes and songs<br>Performs songs with others.<br>Myself themes such as heads, shoulders knees and toes / happy birthday. If you're happy and you know it, Heads, Shoulders, Knees and Toes, One Finger, One Thumb, greeting songs<br>Charangha Unit - Me<br><br>Genre focus: jazz | Sing a range of well-known nursery rhymes and songs<br>Performs songs with others.<br>Weather themed songs such as ...<br><br>Genre Focus: easy listening                  | Sing a range of well-known nursery rhymes and songs<br>Performs songs with others.<br>Colour themed songs such as I can sing a rainbow.<br><br>Genre focus: rock and roll<br><br>Charangha Unit – My Stories | Sing a range of well-known nursery rhymes and songs<br>Performs songs with others.<br>Space themed songs<br><br>Genre Focus: electronic | Sing a range of well-known nursery rhymes and songs<br>Performs songs with others.<br>Animal / plants / nature themed songs such as I dig my garden, In my little garden, Little Peter Rabbit, Wiggly woo, Old McDonald had a Farm, Five Monkeys, Down in the Jungle, The Animal Fayre<br><br>Charangha Unit – Our World<br><br>Genre Focus: folk music | Sing a range of well-known nursery rhymes and songs<br>Performs songs with others.<br>Traditional tale themed songs such as ....<br>Genre Focus: classical |
| <b>DT</b><br>Creating with Materials                        | Share their creations explaining the process they have used. (self-initiated / Creating a 3d form of themselves using their choice of 3D materials)  | Share their creations explaining the process they have used. (self-initiated / Creating a 3d frozen land landscapes using their choice of 3D materials – whole class task) | Share their creations explaining the process they have used. (Creating a 3d form of a space vehicle using their choice of 3D materials – reclaimed or construction)  | Share their creations explaining the process they have used. (self-initiated / Creating a 3d bridge using their choice of 3D materials) | Share their creations explaining the process they have used. (Group planning and making a bird feeder)  | Share their creations explaining the process they have used. (Group planning and making the Three Little Pigs Homes –large scale)                          |
| <b>ART</b><br>Creating with Materials<br>(Linked to topics) | Draw using a range of materials, tools, and techniques, experimenting  | Paint using a range of materials, tools, and techniques, experimenting   | Print using a range of materials, tools, and techniques, experimenting   | Cut and stick using a range of materials, tools, and techniques, experimenting  | 3D and Mouldable Materials: rolling balls, making sausage shapes, building, rolling and   | Textiles; drawing with objects together, felt tip pens, oil pastel drawings, colour rubbings, finger paint   |

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|                                     | with colour, design, texture, form and function.<br>Drawing: naming and using different materials and tools, joining marks together, dots and dashes, line walking   | with colour, design, texture, form and function.<br>Painting: finger painting, primary colour patterns, blow painting, mixing colours,          | with colour, design, texture, form and function.<br>Printing: different textures, thick and thin, long and short marks, soft printing, painting with bundles of shredded paper | with colour, design, texture, form and function.<br>Collage: using torn shapes, collage of a circle, using shades of colours, folding and crumpling | squashing, adding and decorating  | patterns, using patterned and plain fabric.  |
| <b>Technology</b><br>(No ELG)       | Internet safety<br>Operating simple equipment such as CD players<br>Show skill in making toys works such as pressing a button<br>Use cameras on Ipad<br>Made a book on iPads about sounds at school<br>Recording stories / verbal instructions.<br>Purple Mash Activities:<br>Talking stories: Trip to the Park. | Knowing that we can use the internet to help us find things out.<br><br>Purple Mash Activities:<br>Winter paint projects – polar bear / penguin | Internet safety Day<br>Interact with age appropriate software<br><br>Purple Mash Activities:<br>Mashcam – astronauts, Maths City rocket, 2paint robot, rocket.                 | Interact with age appropriate software<br><br>Purple Mash Activities:<br>2paint a picture / wet paint, elephant paint project.                      | Internet safety<br>Interact with age appropriate software<br><br>Purple Mash Activities: Maths City – The Farm/ garden paint project. | Internet safety<br>Interact with age appropriate software<br><br>Purple Mash Activities:<br>Slideshows – recalling and retelling stories together, 2paint – gingerbread man, 3 little pigs, 3 bear chairs. |
| <b>Themed Days</b><br>(Joint N / R) | Roald Dahl Day<br>British Food Fortnight<br>World Smile Day  | Big Schools Garden Watch<br>Children’s Day  | Safer internet day<br>Valentines day<br>Mental Health Awareness  | Fair Trade Fortnight<br>World Book Day<br>Science week  | World environment day /<br>World Oceans Day<br>National Pet Month<br>World Health Day   | Children’s Art Day<br>National Insect Week   |

## Reception Curriculum Overview

| <b>Maths</b>                                  |   |  |    |  |    |  |
|---|--|---|--|---|---|---|
|   | <b>Magical Me!</b>   | <b>Are We Nearly There Yet?</b>   | <b>Dinosaur World</b>  | <b>Watch Them Grow</b>  | <b>Off on Safari</b>  | <b>Oh, I Do Like to Be Beside the Seaside</b>                                       |
| Maths<br>(Number)                             | <p>Number and place value (Numbers to 5/ subitising)</p> <p>Addition and subtraction (sorting into groups)</p> <p>Number and Place Value (Comparing Groups – quantities of identical objects / no identical objects)</p> <p>Addition and subtraction (Change within 5 - one more / one less)</p>   |   | <p>Addition and subtraction (number bonds to 5)</p> <p>Number and place value (Counting to 6, 7, and 8)</p> <p>Addition to 10 (Combining two groups to find a whole, number bonds to 10 – using tens frame / part-part whole model)</p> <p>Exploring patterns- making simple patterns/ exploring more complex patterns)</p>            |   | <p>Addition and subtraction (Addition by counting on, subtracting by counting back)</p> <p>Number and place value (Counting to 20)</p> <p>Multiplication and Division numerical patterns – doubling, halving and sharing, odds and evens</p>  |   |
| Maths<br>(Shape and Space, measure, position) | Measurement (Time – My day)  |   | Shape and Space (2D and 3D shapes)   |   | Geometry<br>(Exploring patterns- making simple patterns/ exploring more complex patterns)<br>Measurement (Length, height, distance, weight, capacity)   |   |
| Exceeding expectations / Y1 Ready             | <p>Number</p> <p>Write digits 0-9 accurately, have experience of representing two digit numbers, count forwards and backwards in tens, count forwards and backwards in 2's, work systematically when finding number bonds, begin to understand the commutative law, begin to know when subtracting you start at the biggest number, order non-consecutive numbers, count forwards and backwards from different starting points</p> |   | <p>Shape, space and measure</p> <p>Recognise coins and know how many pennies are in 1p, 2p, 5p, 10p.</p> <p>Know and sequence days of the week / months of the year, read o'clock times, understand the chronology of the day, name and describe 2d shapes, name and describe 3d shapes, measure objects using different apparatus</p> |   | <p>Problem Solving</p> <p>Select the appropriate apparatus with increasing independence, use maths as an integral part of activities, begin to identify deliberate mistakes,</p> <p>Communicating</p> <p>Discuss the strategies they have used, be able to write one number per box when recording</p> <p>Reasoning</p> <p>Draw simple conclusions from their work and describe how and why they have completed a task, recognise and use a simple pattern or relationship.</p> |   |

| English                                   |   |  |    |  |   |  |
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|   | Magical Me!  | Are We Nearly There Yet?  | Dinosaur World   | Watch Them Grow   | Off on Safari  | Oh, I Do Like to Be Beside the Seaside  |
| Speaking                                  | <p>Begin to use longer sentences, sometimes using and because.<br/>Talk about something that has happened yesterday<br/>Ask lots of questions and answer questions.<br/>Talk about what they are doing now and what might happen later or tomorrow.<br/>Sometimes I can make myself really clear when I am trying to tell you something.<br/>Use lots of new vocabulary about things that interest me.<br/>Pretend about things I am doing and describe what I am doing.</p>   |   | <p>Use a range of vocabulary to tell you about something I have made or done.<br/>Use new words whilst I'm playing.<br/>Pretends to be different people with appropriate dialogue.<br/>Use words such as frost, next, last when they tell you what they have done.<br/>Make up stories using what I know.<br/>Make up silly rhymes.<br/>Use alliteration (simple)<br/>Use different voices when telling stories.</p> |   | <p>Participate in small group, class and 1 to 1 discussions offering their own ideas, using new vocabulary.<br/>Offer explanations for why things might happen, making use of new vocabulary from stories, nonfiction, rhymes and poems where appropriate<br/>Express their ideas about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p> <p><i>Being Imaginative and expressive – Links to speaking ELG Invent, adapt and recount narratives and stores with their teacher and peers.<br/>Perform songs, rhymes, poems and stories with others.</i></p> |   |
| Language / speech development / provision | <ul style="list-style-type: none"> <li>• New vocabulary; introduced through stories (Wonderous words)</li> <li>• 'Words in Action' – new vocab displayed around book of the week with a pictorial prompt, children will find examples from around the environment and make a collection.</li> <li>• Role play – life area / themed role play and puppet theatre for retelling. (Modelled, self-initiated and supported)</li> <li>• Conversations modelled. Children's sentences copied back to them including more / a higher level of vocabulary.</li> <li>• Small group conversations with peers and teacher</li> <li>• Development of full sentence use (modelled and MTYT strategy)</li> <li>• Snack time used for language development of manners / full sentences / peer questioning</li> <li>• Ten second rule used by all staff allowing children an appropriate thinking and response time to questions.</li> <li>• Blast 1 <i>Boosting Language Auditory Skills and Talking</i>.</li> <li>• Non-verbal communication cards for behaviour expectations.</li> <li>• Listening, attention and social communication skills</li> <li>• Blast 2 (In summer term for more able) <i>works on the underpinning skill for reading via a phonics approach which is known as Phonological Awareness</i></li> </ul> |   |  |   |  |   |

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| More able children / Y1 ready           | <p>Concentrate on the person they are talking to<br/> Join sentences with a wide range of conjunctions.<br/> Say words containing two or more syllables<br/> Partake in conversation with a class visitor.<br/> Talk through a series of steps<br/> Demonstrate their ability to answer questions.<br/> Respond back to a greeting<br/> Use adult names correctly when responding, <b>e able children / Y1 ready</b></p>   |   |   |   |  |   |
| Language / speech development provision | <ul style="list-style-type: none"> <li>• New vocabulary; introduced through stories (Wonderous words)</li> <li>• 'Words in Action' – new vocab displayed around book of the week with a pictorial prompt, children will find examples from around the environment and make a collection.</li> <li>• Role play – life area / themed role play and puppet theatre for retelling. (Modelled, self-initiated and supported)</li> <li>• Conversations modelled. Children's sentences copied back to them including more / a higher level of vocabulary.</li> <li>• Small group conversations with peers and teacher</li> <li>• Development of full sentence use (modelled and MTYT strategy)</li> <li>• Ten second rule used by all staff allowing children an appropriate thinking and response time to questions.</li> <li>• Blast 2 works on the underpinning skill for reading via a phonics approach which is known as <i>Phonological Awareness</i></li> <li>• <i>Speechlink</i></li> </ul> |   |   |   |  |   |
| Phonics                                 | <p>Phase 2 – teaching sets, practising letter recognition (for reading) and recall (for spelling), teach blending and/or segmentation with letters, teach one or two tricky words</p> <p>RWInc - Speed Sound Lessons<br/> Teach Set 1 Sounds<br/> Teach Word Time 1.1– 1.4 words – learning to blend<br/> Spell using Fred Fingers<br/> Fred Talk.<br/> Teach gaps in Set 1 single-sounds<br/> Read most Set 1 single-letter sounds<br/> Blend sounds into words orally.</p>   | <p>Phase 2 - Practising oral blending and segmentation, teaching and practising blending for reading VC and CVC words, Teaching and practising segmenting VC and CVC words for spelling<br/> RWInc Speed sound lessons<br/> Read all Set 1 single-letter sounds speedily<br/> Read Word Time 1.1-1.5 words with Fred Talk</p> | <p>Phase 2 - Practising oral blending and segmentation, teaching and practising blending for reading VC and CVC words, Teaching and practising segmenting VC and CVC words for spelling.<br/> Practising reading and writing captions and sentences.</p> <p>RWI –<br/> Teach Set 1 Special Friends<br/> Teach Word Time 1.5-1.6<br/> Review Word Time 1.1-1.4<br/> Nonsense words (3 sound words)<br/> Spell using Fred Fingers.<br/> Read all Set 1 Sounds speedily, including Special Friends<br/> Read Word Time 1.6 words with Fred Talk<br/> Read 3 sound nonsense words with Fred Talk.</p> | <p>Phase 2 - Practising oral blending and segmentation, teaching and practising blending for reading VC and CVC words, Teaching and practising segmenting VC and CVC words for spelling, teaching and practising high-frequency (common) words, Introducing two-syllable words for reading. Practising reading and writing captions and sentences.</p> <p>RWInc - Ditty Speed Sound Lesson<br/> Quickly review Set 1 Sounds (reading)<br/> Teach Word Time 1.6-1.7 (4 and 5 sound words)<br/> Review Word Time 1.1-1.5<br/> Nonsense words (3 and 4 sound words)<br/> Spell using Fred fingers.<br/> Read Word Time 1.6-1.7 (4 and 5 sounds) Phonics Green Words with Fred Talk</p> | <p>Phase 3 - Introducing and teaching two-letter and three-letter GPCs, Practising grapheme recognition (for reading) and recall (for spelling), Practising blending for reading, Practising segmentation for spelling, Teaching and practising high-frequency (common) words, Teaching reading and spelling two-syllable words, Practising reading and writing captions and sentences.</p> <p>RWInc - Set 2 Speed Sound Lesson<br/> Teach Set 2 Sounds and corresponding Phonics Green Words<br/> Review Set 1 and previously taught Set 2 Phonics Green Words<br/> Nonsense words<br/> Spell using Fred Fingers.<br/> Read the first six Set 2</p> | <p>Phase 3 - Introducing and teaching two-letter and three-letter GPCs, Practising grapheme recognition (for reading) and recall (for spelling), Practising blending for reading, Practising segmentation for spelling, Teaching and practising high-frequency (common) words, Teaching reading and spelling two-syllable words, Practising reading and writing captions and sentences.</p> <p>RWInc -Set 2 Speed Sound Lesson<br/> Teach Set 2 Sounds and corresponding Phonics Green Words<br/> Review Set 1 and previously taught Set 2 Phonics Green Words<br/> Nonsense words<br/> Spell using Fred Fingers.<br/> Read the first six Set 2</p> |

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|                      |  |   |  | Read 3 and 4 sounds nonsense words with Fred Talk. | Sounds (ay, ee, igh, ow, oo, oo) speedily<br>Read these sounds in Phonics Green and nonsense words with Fred Talk<br>Read Word Time 1.6 and 1.7 speedily. | Sounds (ay, ee, igh, ow, oo, oo) speedily<br>Read these sounds in Phonics Green and nonsense words with Fred Talk<br>Read Word Time 1.6 and 1.7 speedily. |
| Reading Focus        | <p>Sings nursery rhymes and songs.</p> <p>Join in with rhymes</p> <p>Recognise alliteration at a basic level.</p> <p>Clap out 2-3 syllable</p> <p>Join in with favourite stories.</p> <p>Predict what will happen next in a story.</p> <p>Know that stories have a beginning, middle and end.</p> <p>Listen to stories and talk about them.</p> <p>Discuss the settings and characters as well as the important events in a story.</p> <p>Recognise their own name and words that are important to them such as mam, favourite foods and shops.</p> <p>Hold books the correct way up and treat books carefully.</p> <p>Know that books can give information.</p> <p>Know that the words can tell you information.</p>  | <p>Identify words that rhyme</p> <p>Hear and say the initial sound in words when a word is said to them.</p> <p>Sound out each of the sounds and put them together to read a word.</p> <p>Read short sentences.</p> <p>Use favourite stories to help children create their own stories.</p> <p>Share a range of books, comics, stories, rhymes, poems, fact books, and magazines.</p> <p>Look in books to find information.</p> <p>Read signs.</p> <p>Choose their own books</p> <p>Identify rhyming words.</p> | <p><b>Comprehension</b></p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussion about stories, non fiction, rhymes and poems and during role play.</p> <p><b>Word Reading</b></p> <p>Says a sound for each letter in the alphabet for at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonics knowledge, including some common exception words.</p> |  |   |   |
| More able / Y1 ready | <p>Read words with more than one syllable</p> <p>Describe the main events in a story they have read.</p> <p>Knows how to handle and hold a book, turn pages correctly and knows key parts of the book such as author, cover title, illustrator, contents page.</p> <p>Chooses and reads book independently.</p> <p>Decode words using phonics knowledge (Phase 3-4)</p> <p>Read some common exception words, alone and in context by sight.</p> <p>Reads and understands simple sentences</p> <p>Use expression when reading beginning to address the use of punctuation and changing their voice for dialog</p> <p>Beginning to read nonsense words.</p> <p>Can retell a familiar story with increasing detail and sequence</p> <p>Can make predictions and begin to base these on evidence from the text.</p> <p>Can answer simple questions about the text orally and begin to answer them in shared or independent writing.</p> <p>Introduced to simple dictionaries, sounds and word mats as a tool to support independence</p> |   |  |  |   |   |
| Whole class reading  | <ul style="list-style-type: none"> <li>• Dialogic Reading – a story per week as a focus for language activities with a daily story.</li> <li>• Poems / rhymes / non-fiction and fiction books balanced across the week and used to embed new words.</li> <li>• Daily Storytime (at least two per day on top of the weekly text)</li> <li>• Comprehension via questioning. (Basic VIPERS skills)</li> </ul>   |   |  |  |   |   |
| Individual reading   | <ul style="list-style-type: none"> <li>• Read and Relax area in the Reception environment.</li> <li>• Outdoor read and relax area.</li> <li>• Resources labelled with pictures / words</li> </ul>  |   |  |  |   |   |

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| Modelled reading / Parent support | <ul style="list-style-type: none"> <li>Weekly reading book closely matched to phonic stage.</li> <li>Read Write Inc Workshop</li> </ul>   |  |   |  |   |  |
| Writing                           | <p>Sometimes, they can identify what their paintings or drawing mean.</p> <p>When they see writing, they can say what they think it means</p> <p>Make lines and marks with a pencil.</p> <p>Copy some of the letters of their name.</p>   | <p>Say what the marks, letters and pictures they make mean.</p> <p>Know that when a word is written down and the letters used make a word I have said.</p> <p>Say each sound in a short word and put them together to say the word.</p> <p>Know the names of the letters of the alphabet.</p> <p>Begin to use letters in writing.</p> <p>Write their own name.</p> <p>Write labels for role play areas.</p> <p>Write a short caption to record what they have done.</p> <p>Try to write short sentences.</p> | <p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p> |  |   |  |
| More able / Y1 ready              | <p>Children demonstrate they can:</p> <p>Sit correctly at a table with 4 legs on the floor.</p> <p>hold a pencil in tripod grip.</p> <p>form lower and upper case letters correctly.</p> <p>write some common words correctly. (phase 2 CEW, phase 3 with increasing accuracy)</p> <p>name the letters of the alphabet.</p> <p>use finger spaces., capital letters and full stops.</p> <p>write for a range of purposes.</p> <p>write 'T' as a capital letter.</p> <p>add 's' to pluralise nouns.</p> <p>Write in the line and use the full width of the page.</p> <p>Hold a sentence and write a sentence from dictation.</p> <p>use some adjectives in their writing.</p> <p>begin to use some conjunctions.</p> <p>Make their writing makes sense.</p> |  |   |  |   |  |
| Text Stimuli                      | <p>Monkey Puzzle – Julia Donaldson, Stick Man – Julia Donaldson (family), The Smartest Giant in Town, Peace At Last –</p>   | <p>Wheels on the bus, The Train Ride, The Blue Balloon, We're Going on Bear Hunt, Mr Grumpy's Motor Car, Mrs Armitage on Wheels</p>  | <p>There's a Trex in Town, Harry and His Bucketful of Dinosaurs, The Dinosaur Department Store, How to Look After a Dinosaur, Stomp Chomp, Big Roar Here Comes the Dinosaurs, Dinosaurs.</p>  | <p>When I Grow Up, Amazing Science: Plants, Seed to Sunflower, The Butterfly, Eddie's Garden and How to Make things Grow, The Growing Story, Tadpole's Promise, Vegetable Glue</p> | <p>Handa's Surprise, Rumble in the Jungle, We're Going on a Lion Hunt, Meerkat Mail, Things You Might See on an African Safari, Starry Safari</p> | <p>Bright Stanley, Dougla's Deep Sea Diary, Clumsy Crab, Sharing a Shell, My Friend Whale, Commotion in the Ocean, Harris the Hero, Wave, One is a Snail, ten is a Crab, Tiddler</p> |

| Science                   |   |   |    |    |    |   |
|---------------------------|--|--|--|---|---|--|
|                           | <b>Magical Me!</b>   | <b>Are We Nearly There Yet?</b>  | <b>Dinosaur World</b>  | <b>Watch Them Grow</b>  | <b>Off on Safari</b>  | <b>Oh, I Do Like to Be Beside the Seaside</b>  |
| (The Natural World)       | <b>Animals including humans</b><br><br><b>Sound / materials</b><br><br>Begin to understand the importance of a healthy diet. Understand that we hear sounds with our ears. Identify that sound can be manipulated to make it louder or quieter. Begin to understand that different materials make different sounds. Explore and investigate objects and materials using all senses   | <b>Forces / magnets</b><br><br>Observe how different objects behave when forces are applied to them. Talk about the direction and speed an object travels when a force is applied. Begin to identify push and pull forces and begin to use the correct vocabulary for these. Begin to identify that magnets attract some metals and can be of different strengths. | <b>Animals including humans</b><br><br>Talk about animals. Make observations of animals. Name some animals and plants from different habitats. Know about some similarities and differences in relation to living things | <b>Life Cycles / habitats / plants</b><br><br>Make observations of plants. Show care and concern for living things and the environment. Talk about plants. Develop an understanding of growth decay and changes over time. Know about some similarities and differences in relation to living things. Make observations about plants and explains why some things occur/change.<br><br>Begin to talk about the things that plants need to thrive. | <b>Animals including humans</b><br><br>Talk about animals. Demonstrate care and concern for living things. Know about similarities and differences in relation to living things. Make observations about animals and explains why some things occur/change. Name some common animals. | <b>Materials</b><br><br><b>Water investigations</b><br><br>Know about similarities and differences in relation to objects and materials. Observe changes in materials over time. Observe what happens to water when it is poured, sprinkled, mixed, stirred and squirted. Explore and investigate objects and materials using all senses |
| Working like a scientist. | Make simple records of what I notice (with help where necessary), demonstrate curiosity about how things behave, ask questions about things to test, talk about ideas for testing how things behave, Use senses to look closely at how things behave, carry out simple tests with adult support, use simple equipment to observe, talk about what I have done and what I noticed , talk about whether something makes a difference |  |  |   |   |  |

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|                           | <p align="center"><b>Magical Me!</b></p>  | <p align="center"><b>Are We Nearly There Yet?</b></p>                             | <p align="center"><b>Dinosaur World</b></p>  | <p align="center"><b>Watch Them Grow</b></p>  | <p align="center"><b>Off on Safari</b></p>   | <p align="center"><b>Oh, I Do Like to Be Beside the Seaside</b></p>                 |
| <p><b>PSHE/PSD</b></p>    | <p><b>Self-Regulation</b><br/> Show an understanding of their feelings and those of others (EYH5 / EYR4 / EYWW1 / EYWW4)<br/> Begin to regulate behaviour accordingly (EYH5 / EYH6 / EYR3 / EYR4 / EYR5)<br/> Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate (EYR3 / EYWW3 / EYWW4)<br/> Give focussed attention to what the teacher is saying (EYR3 / EYWW4)<br/> Respond appropriately even when engaged in an activity and show the ability to follow instructions involving several ideas or actions. (EYR3 / EYWW4)</p> <p><b>Managing Self</b><br/> Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge. (EYH6)<br/> Explain the reasons for rules, know right from wrong and try to behave accordingly (EYR5 / EYWW4)<br/> Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices (EYH1 / EYH2 / EYH3 / EYWW4)</p> <p><b>Building relationships</b><br/> Work and play cooperatively and take turns with others (EYH5 / EYH6 / EYR2 / EYR3 / EYR4 / EYR5 / EYWW1)<br/> Form positive attachments and relationships (EYH5/ EYH6 / EYR1 / EYR5)<br/> Show sensitivities to other's needs (EYH5 / EYR2 / EYWW1)</p> |   |  |   |  |   |
| <p>Core Themes (PSHE)</p> | <p align="center"><b>RELATIONSHIPS</b></p>  |   | <p align="center"><b>HEALTH AND WELLBEING</b></p>  |   | <p align="center"><b>LIVING IN THE WIDER WORLD</b></p>   |   |
|                           | <p><b>Pupils should have the opportunity to learn:</b><br/> <b>EYR1:</b> Which are their special people (family, friends, carers), and what makes them special<br/> <b>EYR2:</b> How special people should care for one another.<br/> <b>EYR3:</b> How to listen to other people and play and work cooperatively<br/> <b>EYR4:</b> Strategies to resolve simple arguments through negotiation<br/> <b>EYR5:</b> To recognise how their behaviour affects other people.</p>  |   | <p><b>Pupils should have the opportunity to learn:</b><br/> <b>EYH1:</b> The importance of and how to maintain personal hygiene.<br/> <b>EYH2:</b> What constitutes a healthy lifestyle.<br/> <b>EYH3:</b> The benefits of exercise, rest, healthy eating and good dental health.<br/> <b>EYH4:</b> About growing and changing<br/> <b>EYH5:</b> About new opportunities and responsibilities that increasing independence may bring.<br/> <b>EYH6:</b> To recognise their shared responsibility for keeping themselves and others safe.<br/> <b>EYH7:</b> The names for the main parts of the body and the similarities and differences between boys and girls.</p> |   | <p><b>Pupils should have the opportunity to learn:</b><br/> <b>EYWW1:</b> That people and other living things have needs and that they have responsibilities to meet them.<br/> <b>EYWW2:</b> That they belong to various groups and communities such as family and school.<br/> <b>EYWW3:</b> To help construct, and agree to follow, group and class rules and to understand how these rules help them.<br/> <b>EYWW4:</b> To consider how they can contribute to the life of the classroom.</p> |   |

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| <b>RE</b>   | <p>Special People<br/>Children to talk about their families and make a button portrait.<br/>Take a walk into Sacriston – place of worship, shop, and a service (docs) ask people in the community to talk about what their jobs / roles are.<br/>Invite the head teacher / another teacher from school or a religious leader to come and talk about who is special to them, their beliefs and a little bit about themselves</p> |  | <p>Special places<br/>Take a walk around the whole school building and talk about special places within school. Create a simple cation of their favourite.<br/>Visit a place of worship and talk about its features, explore the building.<br/>Think about our world being a special place – show lots of photos of fantastic people places etc chn to record their thinking.<br/>Work together to create a special area in the outdoor area or enchanted garden – it could be an existing one or creating a new area.<br/>Work together to create a special area in the classroom – it could be enhancing an existing one or creating a new area.</p> |   | <p>Special Times<br/>Show the children a range of objects that would give clues to different times of the school day. Discuss why each signifies a special time.<br/>Ask children what special times they have at home and record in picture form with simple caption<br/>Watch a video about special times and focus on the clothes people wear.<br/>Plan and hold a celebration of the children’s choice – it could be a birthday.<br/>Hold a special times parent session to share all of the work they have done and share a special time with their family in school.</p> |  |
| <b>RE/<br/>Festival</b>                               | Harvest Festival  | Halloween<br>Bonfire Night<br>Christmas  | Chinese New Year<br>Shrove Tuesday<br>Mother’s Day   | Easter  | Families   | Father’s Day   |
| <b>PE</b>   | The Power of PE: Superheroes<br><br>Skill development: balance  | The Power of PE: Winter / Transport  | The Power of PE: Dinosaurs<br><br>Skill development: throwing  | The Power of PE: Growing<br><br>Skill development: improve agility  | The Power of PE: The Jungle<br><br>Skill development: improve agility  | The Power of PE: Pirates / under the sea   |
| <b>History</b><br>Past and Present                    | Know some similarities and differences between things in the past and now. (How their families and themselves have changed from the past / toys they used to play with)   | Know some similarities and differences between things in the past and now. (Transport from the past)   | Recall some important narratives, characters and figures from the past encountered in books read in class. (Barnum Brown)  |   |  | Know some similarities and differences between things in the past and now. (Seaside holidays from the past)  |
| <b>Geography</b><br>(People, Culture and Communities) | Describe their immediate environment using knowledge from observation, discussion, stories, nonfiction texts and maps. (familiarisation with school grounds, making simple maps of outdoor areas and looking at the features and use of their environment use, using simple geographical vocabulary)  | Describe their immediate environment using knowledge from observation, discussion, stories, nonfiction texts and maps. (make a map of their journey to school) |  | Describe their immediate environment using knowledge from observation, discussion, stories, nonfiction texts and maps. (changes in the school grounds / making simple maps of the school environment) |  | Describe their immediate environment using knowledge from observation, discussion, stories, nonfiction texts and maps. (Link to a contrasting environment and how the beach varies from their immediate environment) |

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| <p><b>DT</b><br/>Creating with Materials</p>                         |  | <p>Share their creations explaining the process they have used. (Planning and creating their own junk model transport)</p>  | <p>Share their creations explaining the process they have used. (Planning and creating their own dinosaur using natural materials)</p>  |  | <p>Share their creations explaining the process they have used. (Planning and creating their own safari creatures using reclaimed materials)</p>  |   |
| <p><b>ART</b><br/>Creating with Materials<br/>(Linked to topics)</p> | <p>Draw using a range of materials, tools, and techniques, experimenting with colour, design, texture, form and function.<br/>Drawing: revising and extending the use of tools, drawing simple shades, blending, smudging and making marks</p> | <p>Paint using a range of materials, tools, and techniques, experimenting with colour, design, texture, form and function.<br/>Painting: different textures and colours, colour patterns, mixing colours and shading, drawing with a brush</p>  | <p>Print using a range of materials, tools, and techniques, experimenting with colour, design, texture, form and function.<br/>Printing: bit and little dots, prints that make patterns, printing on and off, combing shapes and textures</p>           | <p>Cut and stick using a range of materials, tools, and techniques, experimenting with colour, design, texture, form and function.<br/>Collage: making holes, cutting up strips, cutting up shapes, cutting mouldable materials, following a cutting line</p>  | <p>3D and Mouldable Materials: Filling up given spaces, making 3D shapes with paper, changing and arranging tubes, cutting 3D shapes up and sticking</p>  | <p>Textiles: weaving in and out, sewing on bubble wrap, ribbon collages, linking shapes</p>   |
| <p><b>Technology</b><br/>(No ELG)</p>                                | <p>Internet safety<br/>Interact with age appropriate software.<br/><br/>Purple Mash activities: PINS all about me, PINS – seasons, 2 publish – making classroom signs.</p>   | <p>Interact with age appropriate software.<br/><br/>Purple Mash activities: Slideshow – create photos of transport, draw simple – city map, mash cams – pilot, train driver, race driver, 2design – make transport, Maths City – car race, 2paint project – bus, race car, steam train.</p> | <p>Internet safety Day<br/>Interact with age appropriate software.<br/>Know how to use things like a digital microspore, cameras on an ipad.<br/><br/>Purple Mash activities: 2go – simple coding, 2create a story, pairs, dinosaur paint projects.</p> | <p>Interact with age appropriate software.<br/>Using paint programs to produce a recognisable representation of an object or picture.<br/><br/>Purple Mash activities: Topic pack (PINS), mini beasts garden growing, baby animals, a fishmetric game, mini mash environments, 2 email, 2 respond.</p> | <p>Internet safety<br/>Coding with Bee bots?<br/>Recognise where technology is used<br/>Select the correct technology for their use.<br/>Introduction of algorithms as following as set of instructions in the correct order.<br/>Using grids as simple coding – moving a toy from one place to another.<br/>Purple Mash activities: 2count pictogram, number paint projects, paint projects linked to theme, mash cams, 2beat – explore safari sounds, 2explore – using instruments.</p> | <p>Interact with age appropriate software.<br/><br/>Purple Mash activities: Talking stories – Sally’s seaside, paint projects – beach huts, rockpools, Simple City game, 2 connect – seaside places, 2 create a story – seaside theme, seaside jigsaws.</p> |
| <p><b>Music</b><br/>Being Imaginative and Expressive</p>             | <p>Sing a range of well known nursery rhymes and songs<br/>Performs songs with others.<br/>Try to move in time to the music.</p>   | <p>Sing a range of well known nursery rhymes and songs<br/>Performs songs with others.<br/>Try to move in time to the music.</p>  | <p>Sing a range of well known nursery rhymes and songs<br/>Performs songs with others.<br/>Try to move in time to the music.</p>  | <p>Sing a range of well known nursery rhymes and songs<br/>Performs songs with others.<br/>Try to move in time to the music.</p>   | <p>Sing a range of well known nursery rhymes and songs<br/>Performs songs with others.<br/>Try to move in time to the music.</p>  | <p>Sing a range of well known nursery rhymes and songs<br/>Performs songs with others.<br/>Try to move in time to the music.</p>  |

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|   | Bringing Us Together<br>(Charagha)                          | Christmas performance                      | Charagha Unit – Everyone!                                       | Charagha Unit – Everyone!                              | Charagha Unit -Big Bear<br>Funk (transition unit)                                     | Charagha Unit -Reflect,<br>rewind, replay  |
| <b>Themed<br/>Days</b><br>(Joint N / R) | Roald Dahl Day<br>British Food Fortnight<br>World Smile Day | Big Schools Garden Watch<br>Children's Day | Safer internet day<br>Valentines day<br>Mental Health Awareness | Fair Trade Fortnight<br>World Book Day<br>Science week | World environment day /<br>World Oceans Day<br>National Pet Month<br>World Health Day | Children's Art Day<br>National Insect Week |