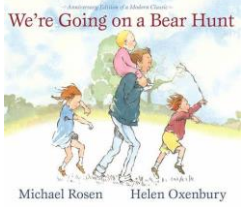
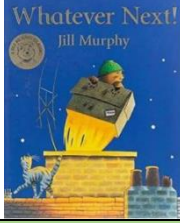
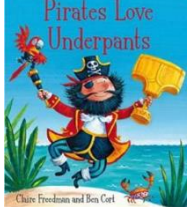





Curriculum Overview – Year Foundation (Development matters / ELG)

	Amazing Me	Spectacular Space	Pirates	Wonderous Worlds	Great Gardeners	Captivating Coasts
						
	Parental engagement	Parental engagement	Parental engagement	Parental engagement	Parental engagement	Parental engagement
	Community link	Community link	Community link	Community link	Community link	Community link
PSED	<p>See themselves as a valuable individual. Take an active interest in pupils through using the 'All About Me' booklets to discuss family, likes, dislikes and interests.</p> <p>Build constructive and respectful relationships. Focus specifically on establishing positive listening skills, modelled kindness to each other and following simple instructions.</p>	<p>Express their feelings and consider the feelings of others. Share their thoughts and feelings more readily and gain confidence in their growing familiarity with surroundings.</p> <p>Manage their own needs. - Personal hygiene To collect items from their personal trays, book bags, coats and water bottles with growing independence. To try to zip coats independently.</p>	<p>Show resilience and perseverance in the face of challenge.</p> <p>Know and talk about the different factors that support their overall health and wellbeing. - healthy eating – regular physical activity – toothbrushing – having a good sleep routine.</p> <p>Linked to the life of a pirate and how they might (or might not) have achieved this whilst onboard ship.</p> <p>How to be a pirate: What do you need to be a pirate? How do Pirates behave? Is it right to take things that aren't yours?</p>	<p>Identify and moderate their own feelings socially and emotionally.</p> <p>Think about the perspective of others.</p> <p>How do the characters in stories feel about challenges and how they overcome them? How do/did the children deal with strong emotions?</p>	<p>Know and talk about the different factors that support their overall health and wellbeing. - sensible amounts of 'screen time' - having a good sleep routine – being a safe pedestrian</p> <p>Show sensitivity to their own and to others' needs. Look at the stories of Jack and the Beanstalk and Farmer Duck observe the relationships within them.</p> <p>Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.</p>	<p>Self regulation Give focused attention to what the teacher says, responding appropriately even when engaged in activity. Show an ability to follow instructions involving several ideas and or actions. Managing Self: Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Take part in transition sessions, adjust to their new classroom environment. Take part in sports day activities, working as part of team to achieve a goal. Take part in a school trip to the beach or aquarium.</p>

<p style="text-align: center;">CL</p>	<p>Understand how to listen carefully and why listening is important.</p> <p>Learn new vocabulary.</p> <p>Engage in story times.</p>	<p>Learn new vocabulary.</p> <p>Use new vocabulary through the day.</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p>	<p>Engage in story times.</p> <p>Retell the story...some as exact repetition and some in their own words.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Learn rhymes, poems and songs.</p> <p>Engage in non-fiction books.</p>	<p>Engage in story times.</p> <p>Connect one idea or action to another using a range of connectives.</p> <p>Develop social phrases.</p> <p>Use new vocabulary in different contexts.</p>	<p>Describe events in some detail.</p> <p>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they happen.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Express their ideas and feelings about their experiences using full sentences including the use of past, present and future tenses and making use of conjunctions with support from their teacher.</p> <p>Make comments about what they have heard and ask questions to clarify their understanding.</p>	<p>Connect one idea or actions to another using a range of connectives.</p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions. link the events in a story to their own experiences. Talk about the plot and the main problem in the story.</p> <p>Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Retell the story using their own words.</p> <p>Engage in back-and-forth exchanges with teacher and peers.</p>
<p style="text-align: center;">PD</p>	<p>Develop the small motor skills.</p> <p>Engage in a range of activities focusing on the development of gross motor skills. Linked to the grapheme being taught each week.</p> <p>Revise and refine the fundamental movements skills they have already acquired.</p>	<p>Progress toward a more fluent style of moving, with developing control and grace.</p> <p>Use core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Further develop the skills they need to manage the school day successfully: - lining up and queueing - mealtimes</p>	<p>Revise and refine the fundamental movements skills they have already acquired.</p> <p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future PE sessions.</p> <p>Combine different movements with ease and fluency.</p>	<p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Develop overall body-strength, balance, co-ordination and agility.</p> <p>Further develop and refine a range of ball skills.</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p>	<p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>Demonstrates strength, balance and coordination when playing.</p> <p>Negotiate space and obstacles safely with consideration for themselves and others.</p>	<p>Gross Motor: Move energetically such as running jumping dancing, hopping skipping and climbing.</p> <p>Fine Motor: Hold a pencil effectively in preparation for fluent writing using a tripod grasp.</p> <p>Use a range of small tools, including scissors.</p> <p>Begin to show accuracy and care when drawing</p>

L	<p>Read individual letters by saying the sounds of them. Linked to Read, Write Inc 'Making a strong start'.</p> <p>Form lower-case letter correctly. Linked to Read, Write Inc, pupils will practise the accurate formation of graphemes taught each day.</p>	<p>Blend sounds into words, so that they can read short words made up of known letter- sound correspondences. Linked to RWI and individual development (relevant to all objectives)</p> <p>Form lower-case letters correctly.</p> <p>Read some letter groups that each represent one sound and say the sounds for them.</p>	<p>Read a few common exception words matched to the school's phonic programme.</p> <p>Spell words by identifying the sounds and then writing the sound letter/s.</p> <p>Create lists of supplies to take on a ship, label parts of a ship, write pirate captions and words, begin to write pirate stories.</p> <p>Look at non-fiction books about ships and pirates, listen to and read pirate stories.</p>	<p>Read simple phrases and sentences made up of words with known letter-sounds correspondences and, where necessary, a few exception words.</p> <p>Write short sentences with words with known-letter-sound correspondences.</p> <p>Write about journeys we have made. Write from the Snail and the Whale then innovate using own ideas. Recount of a trip (?)</p> <p>Look at Fiction and non-fiction texts on other countries and cultures and journeys.</p>	<p>Write simple phrases and sentences that can be read by others. Write sentences describing the life cycles of plants, birds and/or frogs. Create written observations of the garden and local environment.</p> <p>Re-read what they have written to check that it makes sense.</p> <p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Demonstrate understanding of what has been read to them by retelling stories using their own words and recently introduced vocab. Read aloud simple sentences that are consistent with their phonic knowledge. Read and listen to stories relating to plants, growth and change. Look at non-fiction books relating to the topic.</p>	<p>Use and understand recently introduced vocabulary during discussions about stories... Write simple phrases and sentences that can be read by others. Write recognisable letters, most of which are correctly formed. Write character descriptions to accompany images from the story. Shared write of sentences to accompany pictures for the story. Write a postcard to a friend. Complete a wanted poster. Use nonfiction books and the internet to research various sea creatures. Complete shared writes of factual sentences. Produce an information leaflet for others to read. Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Talk about the main events from the story. Rehearse sentences and refrains from the story. Retell and sequence the story using cut out images of the characters and setting. Sequence images from the story. Recall facts and information to support writing tasks.</p>
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	<p>Comparing numbers Comparing numbers. Comparing size of lengths and weight and repeating patterns.</p> <p>Count beyond 10 Representing numbers 1 – 3. Matching numerals to given and chosen quantities.</p> <p>Explore the composition of numbers to 10. Explore the composition of numbers 1 – 3.</p> <p>Can</p>	<p>Automatically recall number bonds for numbers 0-5.</p> <p>Continue, copy and create repeating patterns.</p> <p>Count objects, actions and sounds.</p> <p>Talk about 2D and 3D shapes using informal and mathematical language.</p> <p>Compose and decompose shapes. Select rotate and manipulate shapes.</p>	<p>Count objects, actions and sounds. Subitise.</p> <p>Link the number symbol (numeral) with its cardinal number value. Compare numbers.</p> <p>Investigating, representing and partitioning numbers 6,7 and 8.</p> <p>Understand the 'one more than/one less than' relationship between consecutive numbers.</p> <p>Compare quantities up to 10, recognising when one quantity is greater than less than or the same as the other quantity.</p> <p>Compare length, weight, and capacity. Comparing 4 and 5 Comparing and ordering 3 items in relation to mass or capacity.</p> <p>Automatically recall number bonds for numbers 0-5. Finding ways to partition 4 and 5. Identifying the number bonds for 4 and 5.</p>	<p>Count objects actions and sounds. Subitise- link number to values- Representing 9 and 10.</p> <p>Recall number bonds to 10. Explore the composition of numbers to ten. Partitioning 10 – compare and order nos to 10. Recall number bonds to 10.</p> <p>Compare numbers, length, weight and capacity. Measuring and comparing length and height – non standard units.</p> <p>Compare quantities up to 10.</p> <p>Automatically recall number bonds to 5 Recall the subtraction facts for nos to 5 –</p> <p>Verbally count beyond 20- Explore and represent patterns within numbers up to 10. Explore patterns in numbers of doubles. Counting to 20 and beyond and recognising patterns. Sequences – missing numbers within sequences</p>	<p>Understand the 'one more than/one less than' relationship between consecutive numbers. Revisit and extend by using number lines. Create staircases- describe the pattern using 1 more or 1 less.</p> <p>Verbally count beyond 20- Explore and represent patterns within numbers up to 10. Counting to 30 , 40, 50. Recognising the pattern when bridging 10. Ordering numerals 11-20. Make teens numbers using Numicon and cubes. 10 and Identifying missing numbers beyond 20.</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. Recognising that 2 equal groups can make a double, understanding that double patterns are even, understanding that odd numbers cannot be split into two equal groups. Sorting odd and even numbers.</p> <p>Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) First then now subtraction. Subtract using objects.</p>	<p>Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. Using a part whole model and manipulatives work systematically to show the number bonds for 10. Identify the parts and whole. Recognise that we can switch the order of the parts. (commutative order). Begin to record number sentences. As images or using numerals. Understand the inverse relationship between addition and subtraction.</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. Equal sharing, sharing between 2- halving. Recognising when amounts are equal. Grouping objects. Comparing amounts and numbers. Identifying half.</p> <p>Compose and decompose shapes. Using shapes to create other shapes. using an outline of a square which shapes can be used to fill it. Tangrams / block patterns. using shapes to fill pictures.</p>
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	<p>Talk about members of their family and community. Share and discuss their 'All About Me' booklets. Ask and answer questions about their family. Using photos, children can talk about their family and how their family made up.</p> <p>Name and describe people who are familiar to them. Meet key members of the school community that help them on a daily basis.</p> <p>Draw information from a simple map. Linked to key text, go on journey through school paying attention to the immediate environment. Using aerial photos, plot their journey and places they have been on the school grounds.</p> <p>Describe what they see, hear and feel whilst outside. Observe what they see, hear and feel whilst moving around the school environment (inside and out). Use key vocabulary to describe clearly.</p>	<p>Understand that some places are special to members of their community. Divali/Bonfire Night/Christmas</p> <p>Talk about Divali (festival of lights) and its importance in the Hindu religion. Think about Christmas and how and why Christians see this as a very important time in their religious calendar.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways. Divali/Bonfire Night/Christmas</p>	<p>Comment on image of familiar situations in the past.</p> <p>Compare and contrast characters from stories, including figures from the past.</p> <p>Draw information from a simple map.</p> <p>Map making- plotting treasure on a map and using techniques to make their maps look old. Comparing environments.</p> <p>Look at historical characters and ships in texts and stories. How are they different from now?</p>	<p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Recognise some environments are different to the one in which we live.</p> <p>Explore the natural world around them.</p> <p>Talk about journeys, trips and adventures the children have experienced. Create an adventure around the school grounds and recount the events.</p> <p>Look at some of the different lands in the story, research further and imagine life in them and compare to our own.</p>	<p>Understand the past through settings, characters and events in books. (ELG) Look at the characters and setting in 'Jack and the Beanstalk' and observe the historical context of the story.</p> <p>Talk about the lives of people around them and their roles in society. Look at the role of farmers. Have they been to a farm?</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Look at and create maps of the garden area. Look at different customs around harvest and animals. Research contrasting environments such as deserts and jungles. Create recordings of themselves describing the environment.</p> <p>Explore the natural world around them, making observations and drawing animals and plants. Understand some processes and changes in the natural world around them. Observe how the garden is different to how it was a few weeks ago. Make written, oral and drawn observations in the garden and birdbox. Plant seeds. Observe and record the happenings in the bird box.</p>	<p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Name and describe the main features of the coast and compare this to a moor setting.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. Look at the process of erosion, talk about climate change, rising sea levels and the need for sea defences. Read stories around the topic of pollution and how this affects the coastal environment and sea creatures. Take part in a litter pick whilst on our trip.</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants. Name and describe sea creatures begin to group these according to their characteristics e.g fish, mammal, bird, crustacean.</p> <p>Understand the past through settings, characters and events in books. (ELG) Compare and contrast images of the seaside use photos from the Victorian era, what differences can they see?</p>
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EAD	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings. Mix 2 or 3 colours to try make new colours. Learning to mix colours using paints, crayons etc. Explore making colours lighter or darker. Collect colour examples from nature.</p>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings. Moon craft, making aliens, junk modelling rockets. Crafty corner for children to develop their own art and craft interests.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses. Space themed music, creating sounds with instruments that reflect the theme.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p>	<p>Develop storylines in their pretend play.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Pirate songs -- Over the Deep Blue Sea Kids Songs Super Simple Songs</p> <p>Make a pirate hat, a pirate boat that floats, pirate biscuits, pirate flags</p>	<p>Create collaboratively, sharing ideas, resources and skills.</p> <p>Sing in a group or own, increasingly matching the pitch and following the melody.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p> <p>Work collaboratively on a class collage based around the journey of the Snail and the Whale. Think about different techniques and materials that can be used. Use a variety of props to roleplay the story (boxes for boats etc)</p> <p>Roleplay area including simple props that relate to the text. Mask making, lollipop stick puppets. Listen to traditional music from around the world.</p>	<p>Safely use and explore a variety of materials, tools and techniques. Share their creations, explain the process they have used.</p> <p>Use different materials and techniques to create pictures of the garden and the plants and creatures in it. Some of these pieces will be created collaboratively.</p> <p>Invent, adapt and recount narratives and stories. Perform songs, rhymes, poems and stories and move in time to the music.</p> <p>Roleplay the stories relating to the topic, such as Jack and the Beanstalk. Sing songs relating to the topic. (Jack and the Beanstalk cd)</p>	