Class 1
Curriculum overview 2022/2023
Year A

	Autumn term		Spring term		Summer term	
Topics	Topic 1 Location, Location, Location	Topic 2 Marvellous me	Topic 3 Wild and Wonderful creatures	Topic 4 On the move	Topic 5 Exploring in the garden	Topic 6 Oh I do like to be beside the Seaside
Visit/Event/ Festival	-Local walk -Visit church		-Visit a train station? -Farm animals to visit school -Visit from a farmer		-Forest school- Mini beast day -Trip?	
Enrichment/ECO /Safety/Outdoors /Special Day/ Festival etc.	-Walk to school week -Anti-bullying week -Children in Need -Harvest Service -Christmas Service		-Fairtrade Fortnight -Sport Relief -Mother's Day -Easter Service		-St George's Day -Father's Day -Leaver's Service	

Areas of the EYFS curriculum

Prime areas	**Communication and language**	***Throughout the year the children will:*** • Learn to speak with confidence during circle/carpet times • Learn to listen and respond appropriately with relevant comments, questions or actions • Use appropriate story language to re-enact/re-tell simple and familiar stories • Learn new vocabulary relating to topics					
	Personal, social and emotional development PSHE Matters Scheme	**Being Healthy** Nursery • Can tell adults when hungry or tired or when they want to rest or play. • Observes the effects of activity on their bodies. • Understands that equipment and tools have to be used safely.	**Bullying matters/Relationships** Nursery • Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. • Initiates play, offering cues to peers to join them. Reception	**Being Responsible** Nursery • Shows care and concern for living things and the environment. • Demonstrates friendly behaviours. • Shows understanding and cooperates with some	**Being Safe** Nursery • Shows confidence in asking adults for help. • Aware of own feelings. Reception • Confident to speak to others about own needs, wants, interests and opinions. • Aware of the boundaries set and of behavioural expectations. Early Learning Goal	**Difference and Diversity** Nursery • Knows some of the things that make them unique and can talk about some of the similarities /differences in relation to friends/family.	**Drug Education** Nursery • Understands that things have to be used safely. • Show confidence in asking adults for help. Reception • Shows understanding of the need for safety

		• Gains more bowel and bladder control and can attend to toileting needs most of the time themselves. • Can usually manage washing and drying hands. <u>Reception</u> • Eats a healthy range of foods. • Understands the need for variety in food. • Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.	• Initiates conversation, attends to and takes account of what others say. • Takes steps to resolve conflicts with other children e.g. finding a compromise.	boundaries and routines. <u>Reception</u> • Initiates conversations, attends and takes account what others say. • Aware of boundaries and behaviour expectations.	• They can say when they do or don't need help. • Can talk about their own and other's behaviour and its consequences and know that some behaviour is unacceptable.	• Initiates play, offering cues to peers to join them. • Confident to talk to other children when playing, and will communicate freely about own home and community. • Shows an interest in different occupations and ways of life. <u>Reception</u> • Initiates conversations, attends and takes account of what others say. • Enjoys joining in with family customs and routines. .	when tackling new challenges, and considers and manages some risks. • Aware of the boundaries set, and behavioural expectations in the setting.
	ELG	<u>Building Relationships</u> • Work and play cooperatively and take turns with others. • Form positive attachments to adults and friendships with peers. • Show sensitivity to their own and to others' needs. <u>Managing Self</u> • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. • Explain the reasons for rules, know right from wrong and try to behave accordingly. • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.					

			Self-Regulation • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.					
	Physical development	**Nursery**	-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. -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.	-Start taking part in some group activities which they make up for themselves, or in teams. -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.	-Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. -Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.	-Use one-handed tools and equipment, for example, making snips in paper with scissors. -Use a comfortable grip with good control when holding pens and pencils. -Show a preference for a dominant hand.	-Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.
		Reception	-Revise and refine the fundamental movement skills they have already acquired: rolling, walking, running, skipping, crawling, jumping, hopping and climbing.	-Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.	-Combine different movements with ease and fluency. -Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. - Develop overall body-strength, balance, co-	-Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. -Develop the foundations of a handwriting style which is fast, accurate and efficient. • Further develop the skills they need to	ELG Gross Motor skills -Negotiate space and obstacles safely, with consideration for themselves and others. -Demonstrate strength, balance and coordination when playing. - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing Fine Motor skills	

			-Progress towards a more fluent style of moving, with developing control and grace.	-Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. -Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.	ordination and agility. -Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming.	manage the school day successfully: - lining up and queuing - mealtimes	-Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. -Use a range of small tools, including scissors, paintbrushes and cutlery. -Begin to show accuracy and care when drawing.	
Specific areas	**Literacy**	**Nursery**	Birth to Three -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. -Sing songs and say rhymes independently, for example, singing whilst playing.	Birth to Three -Enjoy sharing books with an adult. - Pay attention and respond to the pictures or the words. -Have favourite books and seek 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. -Notice some print, such as the first letter of their name, a bus or door	Birth to Three -Enjoy drawing freely. -Add some marks to their drawings, which they give meaning to. For example: "That says mummy." -Make marks on their picture to stand for their name.	Three to Four year olds -Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing.	Three to Four year olds -Develop their phonological awareness, so that they can: - spot and suggest rhymes. -Count or clap syllables in a word - recognise words with the same initial sound, such as money and mother. -Engage in extended conversations about stories, learning new vocabulary.	Three to Four year olds -Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. -Write some or all oftheir name. -Write some letters accurately

				number, or a familiar logo.				
		Reception	**Book list:** **-' Firefly Home' by Jane Clarke** **-'The Three Little Pig' by Axel Schefflers** **-'Rosie's walk' by Pat Hutchins** -Read individual letters by saying the sounds for them. •-Blend sounds into words, so that they can read short words made up of known letter sound correspondences.	**Book list:** **-'Elmer' by David Mckee** **-'I am Henry Flinch.' By Alexis Deacon** **-Halibut Jackson by David Lucas** -Read some letter groups that each represent one sound and say sounds for them. -Read a few common exception words matched to the school's phonic programme.	**Book list:** **-'Squash and a squeeze' by Julia Donaldson** **-'Farmer duck' by Martin Waddell** **-'Little Red Hen'** -Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. -Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. • Form lower-case and capital letters correctly.	**Book list:** **-'Naughty Bus' by Jan and Jerry Oke** **-'Mrs Armitage on Wheels' by Quentin Blake** **-'Journey' by Aaron Becker** -Spell words by identifying the sounds and then writing the sound with letter/s. -Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. -Re-read what they have written to check that it makes sense.	**Summer 1 Book list:** **-'The Very Hungry Caterpillar' by Eric Carle** **-'The Tiny Seed' by Eric Carle** **-'The Extraordinary Gardner' by Sam Boughton** **Summer 2 Book list:** **-'The Lighthouse Keeper's Lunch' by Ronda Armitage & David Armitage** **- 'Stella and the Seagull' by Georgina Stevens** **-'The Storm Whale' by Benji Davies** <u>ELG</u> <u>Comprehension</u> -Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. -Anticipate (where appropriate) key events in stories. -Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. <u>Word Reading</u> -Say a sound for each letter in the alphabet and at least 10 digraphs. -Read words consistent with their phonic knowledge by sound-blending.	

							-Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. <u>Writing</u> -Write recognisable letters, most of which are correctly formed. • Spell words by identifying sounds in them and representing the sounds with a letter or letters. -Write simple phrases and sentences that can be read by others.	
	Phonics	**Nursery**	**<u>Phase 1-Aspect 1-General sound discrimination-environmental sounds</u>** - The aim is to raise children's awareness of the sounds around them and to develop their listening skills. - Activities include: listening walks, drumming on different items outside and comparing the sounds, sounds lotto games and making shakers.	**<u>Phase 1-Aspect 2-General sound discrimination - instrumental sounds</u>** -The aim is to develop children's awareness of sounds made by various instruments and noise makers. -Activities include: comparing and matching sound makers, playing instruments alongside a story and making loud and quiet sounds.	**<u>Phase 1-Aspect 3-General sound discrimination - body percussion</u>** -The aim is to develop children's awareness of sounds and rhythms. -Activities include: singing songs and action rhymes, listening to music and developing a sounds vocabulary.	**<u>Phase 1-Aspect 4 Rhythm and rhyme</u>** -The aim is to develop children's appreciation and experiences of rhythm and rhyme in speech. -Activities include: rhyming stories, rhyming bingo, clapping out the syllables in words and odd one out.	**<u>Phase 1-Aspect 5 Alliteration</u>** -The aim is on initial sounds of words, with activities including I-Spy type games and matching objects which begin with the same sound. **<u>Aspect 6 - Voice sounds</u>** -The aim is to distinguish between different vocal sounds and to begin oral blending and segmenting. Activities include Metal Mike, where children	**<u>Phase 1-Aspect 7</u>** -This aspect, the main aim is to develop oral blending and segmenting skills. -To practise oral blending, the teacher could say some sounds, such as /c/-/u/-/p/ and see whether the children can pick out a cup from a group of objects. For segmenting practise, the teacher could hold up an object such as a sock and ask the children which

							feed pictures of objects into a toy robot's mouth and the teacher sounds out the name of the object in a robot voice - /c/-/u/-/p/ cup, with the children joining in.	sounds they can hear in the word sock. -The activities introduced in Phase 1 are intended to continue throughout the following phases, as lots of practice is needed before children will become confident in their phonic knowledge and skills.
		Reception	**<u>Phase 2 Little Wandle Letters and Sounds</u>** As soon as each set of letters is introduced, children will be encouraged to use their knowledge of the letter sounds to blend and sound out words. For example, they will learn to blend the sounds s-a-t to make the word sat. They will also start learning to segment words.			**<u>Phase 3 Little Wandle Letters and Sounds</u>** By the time they reach Phase 3, children will already be able to blend and segment words containing the 19 letters taught in Phase 2. Over the twelve weeks which Phase 3 is expected to last, twenty-five new graphemes are introduced (one at a time).		
	Mathematics	**Nursery**	-Develop 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. -Know that the last number	• Show 'finger numbers' up to 5. • 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'.	-Understand position through words alone – for example, "The bag is under the table," – with no pointing. -Describe a familiar route. -Discuss routes and locations, using words like 'in front of' and 'behind'	-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.	-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.

			reached when counting a small set of objects tells you how many there are in total ('cardinal principle').		-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'.		-Combine shapes to make new ones – an arch, a bigger triangle, etc.	-Extend and create ABAB patterns – stick, leaf, stick, leaf. -Notice and correct an error in a repeating pattern. -Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then…'
		Reception	-Count objects, actions and sounds. -Subitise. -Link the number symbol (numeral) with its cardinal number value.	-Count beyond ten. -Compare numbers. -Understand the 'one more than/one less than' relationship between consecutive numbers.	-Explore the composition of numbers to 10. -Automatically recall number bonds for numbers 0–5 and some to 10. -Select, rotate and manipulate shapes in order to develop spatial reasoning skills.	-Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. -Continue, copy and create repeating patterns. -Compare length, weight and capacity.	ELG <u>Number</u> -Have a deep understanding of number to 10, including the composition of each number. -Subitise (recognise quantities without counting) up to 5. -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. <u>Numerical Patterns</u> -Verbally count beyond 20, recognising the pattern of the counting system. -Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.	

						-Explore and represent patterns within numbers up to 10, including evens.	
Understanding the World		-Technology - Introduction to computers – logging on in navigating programs purple mash, active learn. - Learn about my local environment and where I live. Looking closely at Tintwistle and Glossop and their similarities and differences. -Science- The best materials to build a house.	Technology– firework pictures -Learn about Diwali – festival of lights. -Growth-find out about past events in their life.	Technology– using a CD player -Learning all about Chinese New Year Shrove Tuesday. -Learn about farm animals and their babies. -Growing fruit, vegetables and plants-observe growth and changes over time.	Technology – using the keyboard (spacebar, backspace, number pad/keys, letters, shift) -Learn about different modes of transport and when and who uses them.	Technology – using bee-bots -Learn the life cycle of Caterpillars/ butterflies and Eggs/chicks- class caterpillars to observe other time. - Explore mini beasts and nature in the garden, children to use iPads to take photographs. -Learn the ugly bug ball song.	Technology – Seaside Photography -Looking at what seaside holidays were like in the past. Science- Floating and sinking. Make a waterproof boat which floats.
Nursery		Use all their senses in hands-on exploration of natural materials. • Explore collections of materials with similar and/or different properties. -Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. • Begin to make sense of their own life-story and family's history. • Show interest in different occupations. • Explore how things work. Plant seeds and care for growing plants. • Understand the key features of the life cycle of a plant and an animal. • Explore and talk about different forces they can feel. -Talk about what they see, using a wide vocabulary. -Explore and talk about different forces they can feel. -Talk about the differences between materials and changes they notice. -Begin to understand the need to respect and care for the natural environment and all living things.					
Reception		-Recognise some similarities and differences between life in this country and life in other countries. -Explore the natural world around them.			ELG Past and Present		

		-Talk about members of their immediate family and community. -Name and describe people who are familiar to them.. -Describe what they see, hear and feel whilst outside. -Recognise some environments that are different to the one in which they live. -Understand the effect of changing seasons on the natural world around them. Compare and contrast characters from stories, including figures from the past. • Draw information from a simple map.				-Talk about the lives of the people around them and their roles in society. -Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. -Understand the past through settings, characters and events encountered in books read in class and storytelling. <u>People, Culture and Communities</u> -Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. -Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. <u>The Natural World</u> -Explore the natural world around them, making observations and drawing pictures of animals and plants. -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. -Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.		
	R.E.	**Good News** What is good news? What good news stories do we find in the Bible?	**Christian Community** What is the church? Why is the local church linked to our school?	**Kingdom of God** What kind of king might Jesus have been?	**Forgiveness** Why do people say sorry? Why do Christians say 'it doesn't matter' when people make mistakes?	**Discipleship** Why did the first disciples change their lives when they met Jesus?	**Holy Spirit** What do Christians say the Holy Spirit is like?

		<u>Understanding the World</u> -Understand that some places are special to members of their community. -Recognise that people have different beliefs and celebrate special times in different ways.					
	Expressive arts and design	-Picasso - Self portraits -Music – finding a voice (learn lots of new songs/sing with confidence).	-Painting pebbles from the book 'Only one you'. -Paul Klee- Block printing to make a village. -Firework pictures -Making Diwali lanterns. -Christmas play- learning a song and dance. Music – use instruments to make firework sounds.	-Dance studio – responding to music through dance. -Music – Learn about rhythm and pulse in songs.	-Mother's day cards -Learn and perform a mother's day song. -Music – exploring instruments how many sounds can one instrument make and louder/quieter/fast/slow).	Colour Mixing- Kandinsky Music - learn how to play simple songs on the xylophone/ metallaphone. -Use purple mash to compose music.	-Decorate sea shells. -Father's day cards —Learn and perform a Father's day song. -Music – making up compositions. -Van Gough- finger painting.
Role plays		-Home corner -African restaurant (Black History month)	-Home corner -Christmas home corner -Santa's workshop (construction area)	-Farm shop and tea room	-Train station/ ticket office	-Mini beast investigation lab -Garden centre	-Beach shop -Ship