









NURSERY CURRICULUM OVERVIEW



If you require any further information regarding our curriculum, please contact the school.

	Autumn Term 1 <i>All about me</i> 	Autumn Term 2 <i>Nursery Rhymes</i> 	Spring Term 1 <i>Relationships</i> 	Spring Term 2 <i>Animals</i> 	Summer Term 1 <i>My Day</i> 	Summer Term 2 <i>Outside</i> 
Communication and Language	<p>In every session, the children will be encouraged to participate in singing and music sessions, both in large and small groups. They will learn and practise nursery rhymes and songs, copying the gestures and actions. They will begin to listen to simple stories related to our topics and use the pictures to help them understand what is happening. They will start to talk about the stories and understand simple questions about what they have read. Children will be introduced to new vocabulary related to our topic. As the children become more confident and mature within the setting, they more attentively to stories and begin to recall some events from stories they have read. They will start to engage in extended conversation about the stories they have heard and will sometimes use some of the key vocabulary their own conversations.</p> <p>In the Nursery, we will model and encourage talking in full sentences. Children will be encouraged to use gestures, actions and words to communicate their needs and feelings and express themselves. Over time, children will become more confident in talking to a range of people, in different contexts, for a variety of situations and in a range of contexts. They will continue to develop their communication skills through playing with other children. They will begin to express their own opinions and needs during their play and in group work.</p> <p>Children will begin to listen and respond to simple verbal instructions. As they develop, they will begin to be able to follow two-part instructions given by an adult.</p>					
Personal Social Emotional Development	<p>Initially, children will focus on settling into Nursery life by developing secure relationships with the staff and their Key Worker to manage transitions. They will be supported to learn the routines and rules of the Nursery. As they grow in confidence, they will begin to follow these rules and routines with greater independence. They will also begin to say what some of the routines or rules are. Over time, they will be able to accept more boundaries and adult direction.</p> <p>Children will begin to establish their sense of self within the Nursery. They will thrive as they develop self-assurance, feeling strong enough to express their emotions and explore these through our topic books, stories and play. As their language develops, children will begin to talk about their feeling in more elaborate ways, supported by using language and images from our Zones of Regulation curriculum.</p> <p>Through continuous provision, children will select their own activities and resources they wish to use. They will sometimes express their preferences. Children will develop confidence as they are encouraged to try new activities and play both on their own and with others. Children will start to develop friendships within the setting. They will begin to show 'effortful control' by waiting for a turn.</p>					

	<p>Through our topics, stories and songs, children will be encouraged to notice and ask questions about differences, fostering an inclusive and respectful community within the Nursery.</p>					
<p>Physical Development</p>	<p>Throughout the day, children will have opportunities to enjoy moving both indoors and outdoors. They will be supported to gain control of their whole body through large physical movements. Using balls, children will practice kicking, throwing and catching skills. Using the outside space and equipment, children can learn to safely develop their coordination by running, jumping and climbing. They will learn to fit themselves into spaces such as tunnel and dens and move around in them. Children can begin to use push-along riding equipment, such as scooters and trikes.</p>					
	<p>Our singing and music sessions, allow children to begin to stamp and clap to music, as well as copy gestures such as waving and stretching. Through exploring different material and tools in their play, children will also begin to develop manipulation and control of small motor skills. Using blocks, cubes, boxes and other construction resources, children to learn to develop their coordination to build, first supported by an adult then developing independence with this skill.</p>					
<p>In the Nursery, children will be encouraged to use these large and small motor skills to develop their independence. With support, they will undress/dress themselves during nappy or toileting times and are supported use the steps up to the changing area. Children will begin to show an increasing desire to be independent. When children show signs that they are ready to being toilet training, they will be encouraged to use the toilet with help, and then independently.</p>						
<p>During our shared snack time and DT cooking opportunities, children will be encouraged to try a range of finger foods with different tastes and textures. They will be supported to pour drinks and to drink from an open cup.</p>						
<p>Core Texts</p>	<p><u>All About Me</u> <u>Year A & B</u> 10 Little Fingers, 10 Little Toes Flora's Blanket How do you feel? Lulu Loves Nursery From Head to Toe All Kinds of People Monsters Love Hugs</p>	<p><u>Nursery Rhymes</u> <u>Year A & B</u> Twinkle, twinkle little star Old MacDonald had a farm Incy Wincy Spider The wheels on the bus Miss Polly had a dolly Row, row, row your boat I'm a little snowman</p>	<p><u>Relationships</u> <u>Year A (2025-26)</u> We are a Family Hello, Friends Two Homes I Love you Through and Through What Sisters/Brothers do Best</p> <p><u>Year B (2024-25)</u> Love Makes a Family Zeki Loves Daddy Hello, Little Fish Olly's Hug My Mummy is Magic My Family, Your Family, Our Families</p>	<p><u>Animals</u> <u>Year A (2025-26)</u> 5 Little Monkeys 1, 2, 3, 4, 5, Once I Caught a Fish Alive Big Yellow Digger Brown Bear, brown bear, what do you see? Lenny and Wilbur A Busy day for Birds</p> <p><u>Year B (2024-25)</u> Noisy Farm 5 Little Ducks My First Peek-a-boo Animals Dear Zoo Goodnight, Gorilla 5 Little Speckled Frogs</p>	<p><u>My Day</u> <u>Year A (2025-26)</u> The Every Baby Book Time to get Dressed Goat Goes to Playgroup Dumpling Day The Big Red Bath Goodnight Moon</p> <p><u>Year B (2024-25)</u> Zeki Rise and Shine Have you seen Elephant? No More Nappies Mealtimes (Toddler Tools) Bathtime for Bears Sleepyheads</p>	<p><u>Outside</u> <u>Year A (2025-26)</u> Lulu Loves Flowers A Walk in the Woods Tip tip, dig dig A Walk in the Park Let's Go Puddling Back Yard Bugs It's a seashell day</p> <p><u>Year B (2024-25)</u> Let's Go Outside This is Owl Very First Library: Weather Minibeast Follow the Trail Big Outdoors for Little Explorers What a Wonderful World Car, Car, Truck, Jeep</p>

<p>Literacy</p>	<p>Children will enjoy songs and rhymes throughout their day. They will be encouraged to join in, copying the sounds, rhythms, tunes and tempo. Children will copy some of movements and other gestures. They will begin to sing these familiar songs and rhymes independently outside of the adult-led music and song time.</p> <p>Children will share books with adults. They will be encouraged to pay attention during our group story session and to respond to the words and pictures of our core texts themed to the topic of each half term. They will begin to ask questions about the books and may make comments or share their own ideas. As children become more familiar with the books in the Nursery, they will have their favourite stories and seek them out to share with an adult, friend or alone. They will start to repeat words and phrases from familiar stories both during the story time and within their play. Through continuous provision, children will begin to develop their play around their favourite stories, using toys and other equipment as props.</p> <p>Key words and text will be displayed around the Nursery, and as children develop, they may begin to recognise some of this print, such as the first letter of their name or a familiar logo. Children will always have opportunities to draw freely. Overtime, they will begin to add marks to give their drawing meaning and verbally explain them. When ready, children will be encouraged to make marks on their picture to stand for their name.</p>					
<p>Maths</p>	<p>Through our music and song sessions, children will engage in a variety of number rhymes. Here they will be encouraged to join in with holding up their fingers and react to changes in the amount. Staff in the Nursery will model counting in everyday contexts, and children will develop counting-like behaviour too. They may begin to count independently, sometimes skipping numbers. Children will be encouraged to use language such as 'lots', 'more' or 'same' to begin comparing amounts.</p> <p>Through their play, children will combine objects such as stacking blocks and cups, exploring how they can put objects inside others. They will further explore the idea using their own bodies to climb and squeeze into different types of spaces, such as tunnels, large boxes or dens. Children will be supported to complete inset puzzles, with adults modelling how to manipulate the puzzle pieces to allow them to fit into the space. A range of resources will allow children to practice building.</p> <p>Through our core texts, children will have the opportunity to compare sizes and weights. For example, exploring which animals in a book are bigger, smaller or taller. Through these adult-led sessions, children will also be encouraged to notice patterns and then independently arrange things in patterns as part of their play.</p>					
<p>Understanding the World</p>	<p>PSHE- Through our All About Me topic children will notice differences and similarities between themselves and others around them.</p> <p>They will consider their feelings and how these can be expressed.</p> <p>They will develop strategies to support their transitions,</p>	<p>Science- Through songs in our Nursery Rhymes topic and play, children will explore natural phenomena such as stars appearing at night, rain and snow.</p> <p>Geography- Children will explore human geography through their learning about farms, and physical geography through streams and rivers.</p>	<p>PSHE- Through our Relationships topic children will make connections between the features of their family and other families.</p> <p>They will explore how different families celebrate special days, like birthdays.</p> <p>Children will explore relationships with parents, siblings</p>	<p>Science – Through our Animals topic, children will explore a wide variety of animals and their habitats.</p> <p>Geography - Children will explore human geography through their learning about farms and zoos, and physical geography through beaches, rivers, ponds and hills.</p>	<p>PSHE- Through our My Day topic children will explore their daily routines.</p> <p>They will learn about personal hygiene, keeping clean, independence when dressing and toileting and the importance of sleep.</p> <p>Science- Children will explore mealtimes and</p>	<p>Science- Through our Outside topic, children will explore natural phenomena such as the weather, the tide and waves and the appearance.</p> <p>They will explore natural materials both inside and outside of the Nursery settings.</p>

	<p>considering what makes them feel secure and safe.</p> <p>Science – Children will read Flora’s Blanket and explore material with different properties.</p>	<p>Transport?? Children will explore different forms of transports lined to their Nursery Rhymes such as buses, boats and tractors.</p> <p>PSHE – Children will consider people who help us when we are poorly and how we can feel better.</p>	<p>extended family and friends. They will consider how they can help their friends when they are feeling unhappy. They notice how they are the same and or different from their friends.</p> <p>Science – children will use torches to explore light and dark.</p>	<p>In Year A, Children will learn about animals in Australia and explore a globe to see the country’s location.</p> <p>PSHE- Children will explore pets and consider how we can help take care of animals in our homes.</p>	<p>healthy foods. They will have opportunities to try different foods.</p> <p>Children will explore animal habitats and natural materials.</p> <p>They will look at different material and their properties, considering which clothes are best suited to different types of weather.</p> <p>History- Children will explore language such as ‘last night’, ‘this morning’, ‘after breakfast’ through discussions about daily routines.</p>	<p>Children will explore minibeasts and go on a minibeast hunt.</p> <p>PSHE- Children will learn about sun safety and will practise how to keep safe in the sun.</p> <p>They will talk about people who help us and be introduced to simple road safety.</p> <p>Geography - Children will explore human geography through their learning about parks, and physical geography through beaches and woodlands.</p>
<p>Expressive Art and Design</p>	<p>Throughout our topics, children will be encouraged to participate in and enjoy moving and dancing to music. They will begin to respond emotionally and physically when the music changes. Through our adult-led music and song sessions, the children will learn many action songs. They will begin to anticipate phases and actions within these and learn to join in with them. Through singing, and exploring key texts, children will explore their voices. They will be encouraged to join in with sounds, such as animal noises. During our music and song sessions and through our continuous provision, children will have opportunities to explore a range of sound-makers and instruments. They will experiment and learn to play these in different ways.</p> <p>Children will have opportunities to draw freely in the Nursery and will begin to make intentional marks. Using our topics and core texts as stimulus, children will explore using paints. They will use their fingers and other parts of their bodies as well as brushes and other tools. They will use these mediums to being to express their ideas and feelings, sometimes giving meaning to the marks they make.</p> <p>In the Nursery, children will have access to a range of different manipulative materials. They will begin to explore, investigate, manipulate and play with these. With adult support, they will begin to use their imagination as they consider what they can do with different materials. They will begin to make simple models which express their ideas.</p> <p>They will also use their imagination, to start to develop pretend play, pretending that one object represents another.</p>					







<p>Enrichment</p>	<p>Pictures from Home- Children will be invited to bring in a photo of themselves.</p>	<p>Christmas- Invite parents into for a Christmas-themed stay and play session, finishing with a Christmas story and songs.</p>	<p>Pictures from Home- Children will be invited to bring in a photo of their family.</p> <p>DT/Food- Children to try different pancake toppings</p>	<p>Pets in school- Teacher to bring a pet into school. Guinea pig visit.</p> <p>World Book Day</p>	<p>DT/Food- Year A- Tasting dumplings</p> <p>Year B- Healthy foods</p>	<p>Year A- Picnic Children to have a walk and a picnic in the school grounds.</p> <p>Year B- Mini-beast Hunt Children to have a walk around the school ground on a mini-beast hunt.</p>
--------------------------	---------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------



PRE-SCHOOL FS1 CURRICULUM OVERVIEW (Year A)



If you require any further information regarding our curriculum, please contact the school.

	Autumn Term 1 <i>All about me</i> 	Autumn Term 2 <i>Celebrations, Being Healthy & Materials</i> 	Spring Term 1 Chinese New Year & Traditional Tales 	Spring Term 2 <i>Growing</i> 	Summer Term 1 <i>Fantasy & Travel</i> 	Summer Term 2 <i>Seaside & Forests</i> 
Communication and Language	<p>The children will practise listening attentively to stories in large and small groups. They will start to talk about the stories they have read. Children will be introduced to new vocabulary related to our topic. They will also begin to develop their auditory skills by listening to sounds around them. They will begin to express their experiences through speech. Children will be encouraged to talk in full sentences.</p>	<p>Children will be introduced to new vocabulary related to our topic. Children will listen more attentively to stories related to our topic. They will begin to recall some events from stories they have read. Children will be encouraged to use talk to organise their play. Children will begin to follow simple verbal instructions. They will continue to express themselves using their words. We will continue to model and encourage talking in full sentences. They will learn and practise nursery rhymes and songs.</p>	<p>Children will continue to become more confident in talking to a range of people and in different contexts. Children will also be introduced to new vocabulary related to our topic. They will have topic related experience lessons through our Write stuff scheme. This will help develop vocabulary that can be used in their own storytelling. They continue to answer simple comprehension questions related to stories we read. Many will begin to retell familiar traditional tales in their own words.</p>	<p>Children will continue to develop their communication skills through playing with other children. They will begin to express their own opinions and needs during their play and in group work. They will continue to develop their confidence when speaking in a variety of situations. Children will grow in confidence at answer comprehension questions related to our stories. They will continue to learn new vocabulary through our Write Stuff English lessons.</p>	<p>Children will continue to use communication in a range of contexts and for a range of purposes. They will begin to be able to follow two-part instructions given by an adult. They will begin to use the correct verb tense more often. They will engage in extended conversation about the stories they have heard. Children will begin to use key vocabulary they have learned in the Begin to use key vocabulary they have learned in their own</p>	<p>Children will ask and answer a variety of questions. They will begin to be able to answer how and why questions. They will be able to offer their point of view during discussions with adults and peers. They will listen to longer stories and comment on what has happened. They will sometimes use key vocabulary they have learned in their own conversations.</p>

					conversations.	
Personal Social Emotional Development	Children will focus on settling in Nursery. They will learn the routines and rules while at Nursery. They will begin to talk about special events they have experienced and their family. Through continuous provision children will select their own activities and resources they wish to use. Children will be encouraged to try new activities and play alongside each other.	Children will continue to follow the nursery rules and routines with greater independence. They will be able to accept more boundaries and adult direction. They will continue to develop their friendships. They will continue to select their own activities and will sometimes articulate their preferences. Children will begin to negotiate with other children during their play.	Children will begin to say what some of the routines and rules are in nursery. They will continue to follow the nursery rules and routines with greater independence. They will continue to develop their friendships and how they independently select their play. They will become more confident in toileting and hand washing independently. They will begin to link facial expressions to their emotions.	Children learn about how to care for animals and plants through our growing topic. They will continue to learn and follow the rules in nursery and begin to understand why they are important. They will become increasingly confident at selecting their own resources to complete activities. They will play with other children collaboratively building on each other's ideas.	Children will become increasingly independent in meeting their own care needs- e.g. washing hands and toileting. They will develop their skills at playing collaboratively with other children. They will know and follow the routines and rules most of the time. Children will know how to resolve conflicts and know how to be assertive appropriately.	Children will develop resilience to new situations and adults. They will increase their confidence at tackling new challenges and changes. Children will think about going to school in September and many will visit their new school to prepare them for this exciting transition.
Physical Development	Through continuous provision children will develop their movement, balancing, and riding skills. Children will learn to move in a variety of ways including running safely. Children will follow actions and movements during adult inputs. Children use resources to help develop muscles they will need to write- e.g. playdough and crawling through tunnels.	Children will learn how to put on their coat independently. Children will continue to develop their movement, balancing, riding, and ball skills. They will show greater independence in self care. They will begin to understand healthy food choice. They will begin to use a knife and fork when making and eating a fruit salad. They will become increasingly independent with their self-care needs.	Children will focus on developing their fine motor skills through a range of activities - dough disco, write dance, squiggle while you wiggle. Children will start to develop skills making up their own group activities and games. Children will practice go up and down stairs safely as they use the library upstairs. Children begin to develop skills at using scissors and mark making tools.	Children will continue to develop their fine and gross motor skills through a range of activities -dough disco, write dance, squiggle while you wiggle. They will become increasingly independent with their self-care needs. Children will begin to develop their pencil grip and other fine motor skills such as using a pair of scissors.	Children will develop a range of physical skills using balancing and riding equipment. They will have more control as they hold poses and copy actions through their play and during PE. Children will be able to manage their own self care needs effectively. Children will begin to develop their skills in playing team games.	Children will practise different adult led physical activities. They will be able to copy modelled activities and follow simple rules during physical activities. They will develop more control when writing and using one handed tools. Children will practise relays during their class trip to Bushfield School and during sports day.

	<p>Core texts I Like Myself We Are All Different Colour Monster</p>	<p>Core Texts Story of Rama and Sita Real Life Superheroes Doctor Ted Ready Steady Mo Handa's Surprise How to Brush Your Teeth with Snappy Crocodile The Snowy Day The Snowflake</p>	<p>Core Texts The Great Race Goldilocks The Gingerbread Man Jack and The Beanstalk</p>	<p>Core texts Everywhere Babies Once There Were Giants How Does a Tadpole Grow? Teeny Weeny Tadpole Up And Down And Around</p>	<p>Core texts The Pirates Are Coming The Pirate Love Underpants The Night Pirates The Treasure of Pirate Frank Captain Pike Looks After Baby Stick Man</p>	<p>Core texts Is It Warm Enough for Ice Cream? The Rainbow Fish Snail and The Whale Commotion in The Ocean Billy's Bucket The Most Magnificent Thing Colour Monster Goes To School</p>
<p>Literacy</p>	<p>Children will begin to understand that print has meaning and that words in a book tell a story. When books are shared with children, we will model how to handle books carefully. We will also model that we read, from left to right and top to bottom. Children will engage in conversations about the stories that have been read to them and learn new vocabulary related to the stories and our topics. In phonics, children will sing and say lots of rhymes to develop an awareness of rhyming words. Children will learn and practise rhymes and songs with repeated refrains.</p>	<p>Children will continue to develop an understanding that print has meaning and that the words in the book tell a story. They will learn how to handle books carefully and that we turn one page at a time. Children will engage in conversations and answer questions about the stories we have read. They will continue to explore new words they learn through the stories we share and the topics we have covered. In phonics, children will begin to distinguish between different sounds we hear in the environment. They will begin to clap out syllables in word.</p>	<p>Children will be able to name the different parts of books such as the front cover. Children will engage in extended conversations about the stories that we share. Children will be introduced to some traditional tales. They will practise retelling the stories in their own words. Children will be able to spot some rhyming words in nursery rhymes and stories they read. In phonics, children will clap out syllables in words. Children will begin to identify words that have the same initial sound. They will begin to distinguish between the different sounds letters make.</p>	<p>In phonics, children will begin to learn single letter sounds through RWI lessons. They will start to orally blend some sounds using 'Fred Talk'. Children will begin to use language that they have learning through stories and our topics in their own conversations. They will begin to know that books contain information as well as stories. They will begin to ascribe their own meaning to marks they make.</p>	<p>Children will continue to develop their love for stories and notice details in the stories. They will develop their own predictions for what could happen in the stories we read. Children will be able to retell stories using their own words. In phonics, children will continue to learn single letter sound in RWI. They will continue practising oral blending using 'Fred Talk'. They will begin to write their own name and write some letters accurately.</p>	<p>Children will continue to be introduced to new stories. They will be able to answer questions in more details about the stories they have read. In phonics children will continue to learn single letter sounds in RWI. They will continue to orally blend sounds using 'Fred Talk'. They will begin to recognise the shape of letters and imitate the letter formation of letters through air writing. Children will continue to practise writing their own name and write some letters accurately.</p>

Maths	<p>Sort Children will explore colours, pairs and groups through sorting. They will organise objects into groups based on similar features. The children will also look at what are and are not matching pairs.</p> <p>Pattern Children will go on pattern hunt to explore and notice patterns around Pre-School. They will and start to copy and continue patterns as well as create their own.</p> <p>Counting Principles Children will sing a variety of number song, read counting books and engage in counting games. They will have the opportunity to count objects around the Pre-School to explore 1-1 correspondence and begin to know that the last number they count is how many is in a set (the cardinal principle). Children will participate in action games to explore the abstract principle and pattern cards will encourage them to count in different directions.</p> <p>Exploring Numbers 0-2 Children will develop a deep understanding of numbers to 2 though exploring each number in detail. Children will use a variety of practical resources to find, recognise, count and represent the numbers. They will engage in songs, rhymes and actions as well as finding the numbers around them. They will learn to subitise (have fast recognition) numbers. Children will also begin exploring the composition of each number.</p>		<p>Exploring Numbers 2-6 Children will develop a deep understanding of numbers to 6 though exploring each number in detail. Children will use a variety of practical resources to find, recognise, count and represent the numbers. They will engage in songs, rhymes and actions as well as finding the numbers around them. They will learn to subitise (have fast recognition) numbers. Children will also begin exploring the composition of each number.</p> <p>Capacity The children will explore height, length and mass through measuring tapes, weighing scales and rulers. The children will be encouraged to compare objects using the resources and to verbally say which is heavier, lighter, taller etc.</p> <p>Counting Principles The children will have the opportunity to count objects around the Pre-School to explore 1-1 correspondence and begin to know that the last number they count is how many is in a set (the cardinal principle). Children will complete a variety of different counting activities where they can practise their 1-1 correspondence.</p>		<p>Sequencing Children will order and sequence familiar stories and events using the vocabulary of first, next, then.</p> <p>Positional Language Using songs and games, children will explore and practise using positional language on, under, in, out, front and behind. They will describe where an object is and to follow instructions involving positional language.</p> <p>More than/Fewer than Children will continue to deepen their understanding of number by comparing groups of objects using the language 'more than' and 'fewer than'.</p> <p>Shape Children will explore 2D and 3D shapes by naming some simple shapes and using simple mathematical language to describe them. They will sort objects by colour, size and shape and explore different way to sort a group of objects.</p> <p>Numbers to 6 Children will deepen their understanding of numbers to 6 by revisiting number composition. Children will explore numbers and quantities to 6, beginning to match numerals to quantities. They will explore and begin to apply the concept of what comes before and after in relation to numbers. Children will also solve simple mathematical problems with numbers to 6.</p>	
	Understanding the World	Children will be introduced to new vocabulary related to out topic. Children	Children will be introduced to new vocabulary related to out topic.	Children will be introduced to new vocabulary related to out topic.	Children will be introduced to new vocabulary related to out topic.	Children will be introduced to new vocabulary related to out topic.

	<p>will also show an interest in different occupations by talking about their parent's jobs.</p> <p>History- we will explore our own family history by discussing our family tree.</p> <p>Geography – we will explore where we live by drawing our houses and discussing where we live.</p> <p>Science – Children will discuss how to look after our teeth to keep them healthy</p> <p>RE – we will explore the uniqueness of ourselves and families through stories and discussions of our own families</p> <p>Computing- children will discuss how to stay safe when accessing devices. They will learn how to play games and draw on the interactive whiteboard exploring how things work</p>	<p>History – N/A</p> <p>Geography – Where fruits grow?</p> <p>Science- children will explore the signs of autumn and natural materials associated with autumn. They will go on a nature hunt and make crafts. We will explore the forces they can feel on a windy day. children will explore different fruits and use their senses to smell and taste them. We will explore how we can keep germs from spreading by washing our hands. We will also explore a healthy range of foods through fruit tasting.</p> <p>RE - Children will learn about the festival of Diwali, they will learn who celebrates Diwali and how it is celebrated. They will learn the story of Rama and Sita.</p> <p>Computing – children will learn how to use the cameras and the interactive whiteboard to play educational games.</p>	<p>History – Traditional tales= old tales</p> <p>Geography - Children will learn where china is when learning about Chinese New Year.</p> <p>Science – children will explore different materials and begin to name them. They will also use them to create things.</p> <p>RE – Children will develop an understanding of how Chinese New Year is celebrated and by who.</p> <p>Computing – Children will continue to develop their computing skills through using the bee bots, interactive white board and iPads.</p> <p>Computing – children will learn how to use cause and effect toys like torches, microphones, cameras and CD players.</p>	<p>History – The children will begin to explore the past through baby photos of themselves and their friends. We will also be sharing stories from the past.</p> <p>Science – children will explore how things grow. We will be planting seeds and bulbs and looking at the life cycle of frogs. They will understand how to look after living things and what living things need to survive.</p> <p>Computing – Children will continue to develop their computing skills through using the bee bots, interactive white board and electronic toys.</p>	<p>History – the children will be comparing past ships to modern day ships, as we read books about pirates.</p> <p>Geography – children will be drawing their own, and following maps to find the treasure and locate things.</p> <p>Science – exploring different forces that we experience, especially when rowing a boat.</p> <p>Computing – Children will continue to develop their computing skills through using the bee bots, interactive white board and electronic toys.</p>	<p>History – as the year comes to an end, we will be reflecting on our favourite times in Pre-School throughout the year.</p> <p>Geography – We will learn about the oceans of the world.</p> <p>Science – children will learn about woodland creatures and their habitats. We will think about the changes that have taken place from when we last looked at natural objects.</p> <p>Computing – Children will continue to develop their computing skills through using the bee bots, interactive white board and electronic toys.</p>
<p>Expressive Art and Design</p>	<p>Children will take part in role play and small world play related to out topic. Through continuous provision they will have access</p>	<p>Children will take part in role play and small world play related to out topic. Through continuous provision they will have access to</p>	<p>Children will take part in role play and small world play related to out topic. Through continuous provision they will have access to</p>	<p>Children will take part in role play and small world play related to out topic. Through continuous provision they will have access</p>	<p>Children will take part in role play and small world play related to out topic. Through continuous provision they will</p>	<p>Children will take part in role play and small world play related to out topic. Through continuous provision they will have access</p>







	<p>to a variety of media/materials to explore independently to develop their creative ideas.</p> <p>Children will learn how to join materials when junk modelling houses and learn how to use paint and create closed shapes when painting self-portraits/ family portraits.</p>	<p>a variety of media/materials to explore independently to develop their creative ideas.</p> <p>Children will explore colour and colour mixing when creating rangoli pattern.</p> <p>Children will develop their drawing skills when drawing images of the fruits they would like to taste.</p>	<p>a variety of media/materials to explore independently to develop their creative ideas.</p> <p>In music children will explore instruments using increasing control. They will also learn about pitch.</p> <p>The children will be making gingerbread to taste, following the story 'The Gingerbread Man'.</p>	<p>to a variety of media/materials to explore independently to develop their creative ideas.</p> <p>In music children will explore instruments using increasing control. They will also learn about pitch and melody. They will use drawings to represent movements and loud noises.</p> <p>Children will draw and paint plants and frogs developing their colour mixing skills, drawing, and painting skills. Children will join materials to make flowers.</p>	<p>have access to a variety of media/materials to explore independently to develop their creative ideas.</p> <p>In music children will explore instruments using increasing control. They will also learn about pitch and melody. They will create their own songs and improvise a song around one they already know.</p> <p>Children will continue to develop their joining skills to build ships and boats.</p>	<p>to a variety of media/materials to explore independently to develop their creative ideas.</p> <p>In music children will explore instruments using increasing control. They will also learn about pitch and melody. They will create their own songs and improvise a song around one they already know.</p> <p>Children will draw/ paint their own imaginative creature like the Gruffalo. When visiting Bushfield woods they will create nature artwork using the natural materials they find.</p>
<p>Enrichment</p>	<p>Library Children will begin going on weekly trips to the school library in main school.</p>	<p>Food Tasting Children will try new healthy fruits that they will see in the book Handa's Surprise.</p>	<p>Baking Following our learning about The Gingerbread Man, the children will have the opportunity to make their own gingerbread and taste it.</p> <p>We will also be tasting different porridges like in the story Goldilocks.</p>	<p>History- Photos Children will be bringing in photos of them as babies. We will be comparing how we have grown.</p>	<p>Natural Materials We will be exploring and collecting a range of natural materials to make our own stick men.</p>	<p>Bushfield Woods The children will visit Bushfield wood and become explorers. We will go on a treasure hunt and discover some tropical animals.</p>



PRE-SCHOOL FS1 CURRICULUM OVERVIEW (Year B)

If you require any further information regarding our curriculum, please contact the school.



	Autumn Term 1 <i>All About Me</i> 	Autumn Term 2 <i>People who help us & Being healthy</i> 	Spring Term 1 <i>Chinese New Year & Traditional Tales</i> 	Spring Term 2 <i>Growing</i> 	Summer Term 1 <i>Knights, Princesses and Dragons</i> 	Summer Term 2 <i>Summer and Jungles</i> 
Communication and Language	<p>The children will practise listening attentively to stories in large and small groups. They will start to talk about the stories they have read. Children will be introduced to new vocabulary related to our topic and will be encouraged to talk in full sentences. They will also begin to develop their auditory skills by listening to sounds around them.</p>	<p>Children will be introduced to new vocabulary related to our topic. Children will listen to stories related to our topic and recalling events from stories they have read. Children will begin to answer simple comprehension questions about the stories they read. Children will be encouraged to use talk to organise their play. Children will begin to follow simple verbal instructions.</p>	<p>Children will be introduced to new vocabulary related to our topic. Children will continue to become more confident in talking to a range of people and in different contexts. They will begin to retell many familiar traditional tales in their own words. They will practise joining in with some familiar Pre-School rhymes and songs.</p>	<p>Children will continue to develop their communication skills through playing with other children. Children will use talk to organise their play. They will listen to longer stories and recall some events. They will begin to express their own opinions and needs during their play and in group work. They will continue to develop their confidence when speaking in a variety of situations.</p>	<p>Children will continue to use communication in a range of contexts and for a range of purposes. They will begin to be able to follow two-part instructions given by an adult. They will begin to use the correct verb tense more often. They will join in with discussions.</p>	<p>Children will begin to ask and answer a variety of questions. Children will talk confidently in their play. They will begin to be able to answer how and why questions. They will be able to offer their point of view during discussions with adults and peers.</p>
Personal Social Emotional Development	<p>Children will be focusing on settling in Pre-School and following routines and rules.</p>	<p>Children will continue to follow the Pre-School rules and routines with greater independence. They</p>	<p>Children will continue to follow the Pre-School rules and routines with greater independence. They</p>	<p>Children learn about how to care for animals and plants through our growing topic. They will continue to learn</p>	<p>Children will become increasingly independent in meeting their own care needs- e.g. washing</p>	<p>Children will develop resilience to new situations and adults. They will increase their confidence at</p>

	<p>They may talk about special events and their family. Through continuous provision children will select the activities and resources they wish to do. Children will be encouraged to try new activities and play alongside each other.</p>	<p>will continue to develop their friendships and how they independently select their play.</p>	<p>will continue to develop their friendships and how they independently select their play. They will become more confident in toileting independently. They will link facial expressions to their emotions.</p>	<p>and follow the rules in Pre-School and begin to understand why they are important. They will become increasingly confident at selecting their own resources to complete activities.</p>	<p>hands and toileting. They will develop their skills at playing collaboratively with other children. They will know and follow the routines and rules most of the time. Children will know how to resolve conflicts and know how to be assertive appropriately.</p>	<p>tackling new challenges and changes. Children will think about going to school in September and many will visit their new school to prepare them for this exciting transition.</p>
<p>Physical Development</p>	<p>Through continuous provision children will develop their movement, balancing, and riding skills. Children will learn to move in a variety of ways including running safely. Children will follow actions and movements during adult inputs. Children use resources to help develop muscles they will need to write- e.g. playdough and crawling through tunnels.</p>	<p>Children will learn how to put on their coat independently. Children will continue to develop their movement, balancing, riding, and ball skills. They will begin to understand healthy food choice. They will begin to use a knife and fork when making and eating a fruit salad. They will become increasingly independent with their self-care needs.</p>	<p>Children will focus on developing their fine motor skills through a range of activities - dough disco, write dance, squiggle while you wiggle. Children will start to develop skills making up their own group activities and games. Children will practice go up and down stairs safely as they use the library upstairs. Children begin to develop skills at using scissors and mark making tools.</p>	<p>Children will continue to develop their fine and gross motor skills through a range of activities -dough disco, write dance, squiggle while you wiggle. They will become increasingly independent with their self-care needs. Children will begin to develop their pencil grip and other fine motor skills such as using a pair of scissors.</p>	<p>Children will develop a range of physical skills using balancing and riding equipment. They will have more control as they hold poses and copy actions through their play and during PE. Children will be able to manage their own self care needs effectively. Children will begin to develop their skills in playing team games.</p>	<p>Children will practise different adult led physical activities. They will be able to copy modelled activities and follow simple rules during physical activities. They will develop more control when writing and using one handed tools. Children will practise relays during their class trip to Bushfield School and during sports day.</p>

Literacy	<p>Core Texts I Like Myself We Are All Different And It's Amazing Real Life Superheroes</p>	<p>Core Texts Story Of Rama And Sita Real Superheroes Doctor Ted Ready Steady Mo Handa's Surprise How To Brush Your Teeth With Snappy Winter Is Here The Snowflake</p>	<p>Core Texts The Runaway Wok The Three Little Pigs The Little Red Hen The Enormous Turnip</p>	<p>Core Texts Peepo Once They Were Giants The Very Hungry Caterpillar Twist and Hop, Minibeast Bob Oliver's Vegetables Jasper's Beanstalk</p>	<p>Core Texts Good Knight Bad Knight The Worst Princess Zog The Day The Dragons Came The Fort We're Going On A Leaf Hunt</p>	<p>Core Texts Sunny Day Walking Through The Jungle The Parrot Tica Tango Rumble In The Jungle Monkey Puzzle When Sophie Thinks She Can't Colour Monster Goes To School</p>
	<p>Children will begin to understand that print has meaning and that words in a book tell a story. When books are shared with children, we will model how to handle books carefully. We will also model that we read, from left to right and top to bottom. Children will engage in conversations about the stories that have been read to them and learn new vocabulary related to the stories and our topics. In phonics, children will sing and say lots of rhymes to develop an awareness of rhyming words. Children will learn and practise rhymes and songs with repeated refrains.</p>	<p>Children will continue to develop an understanding that print has meaning and that the words in the book tell a story. They will learn how to handle books carefully and that we turn one page at a time. Children will engage in conversations and answer questions about the stories we have read. They will continue to explore new words they learn through the stories we share and the topics we have covered. In phonics, children will begin to distinguish between different sounds we hear in the environment. They will begin to clap out syllables in word.</p>	<p>Children will be able to name the different parts of books such as the front cover. Children will engage in extended conversations about the stories that we share. Children will be introduced to some traditional tales. They will practise retelling the stories in their own words. Children will be able to spot some rhyming words in Pre-School rhymes and stories they read. In phonics, children will clap out syllables in words. Children will begin to identify words that have the same initial sound. They will begin to distinguish between the different sounds letters make.</p>	<p>In phonics, children will begin to learn single letter sounds through RWI lessons. They will start to orally blend some sounds using 'Fred Talk'. Children will begin to use language that they have learning through stories and our topics in their own conversations. They will begin to know that books contain information as well as stories. They will begin to ascribe their own meaning to marks they make.</p>	<p>Children will continue to develop their love for stories and notice details in the stories. They will develop their own predictions for what could happen in the stories we read. Children will be able to retell stories using their own words. In phonics, children will continue to learn single letter sound in RWI. They will continue practising oral blending using 'Fred Talk'. They will begin to write their own name and write some letters accurately.</p>	<p>Children will continue to be introduced to new stories. They will be able to answer questions in more details about the stories they have read. In phonics children will continue to learn single letter sounds in RWI. They will continue to orally blend sounds using 'Fred Talk'. They will begin to recognise the shape of letters and imitate the letter formation of letters through air writing. Children will continue to practise writing their own name and write some letters accurately.</p>
Maths	Sort	Exploring Numbers 2-6		Sequencing		

	<p>Children will explore colours, pairs and groups through sorting. They will organise objects into groups based on similar features. The children will also look at what are and are not matching pairs.</p> <p>Pattern Children will go on pattern hunt to explore and notice patterns around Pre-School. They will start to copy and continue patterns as well as create their own.</p> <p>Counting Principles Children will sing a variety of number song, read counting books and engage in counting games. They will have the opportunity to count objects around the Pre-School to explore 1-1 correspondence and begin to know that the last number they count is how many is in a set (the cardinal principle). Children will participate in action games to explore the abstract principle and pattern cards will encourage them to count in different directions.</p> <p>Exploring Numbers 0-2 Children will develop a deep understanding of numbers to 2 though exploring each number in detail. Children will use a variety of practical resources to find, recognise, count and represent the numbers. They will engage in songs, rhymes and actions as well as finding the numbers around them. They will learn to subitise (have fast recognition) numbers. Children will also begin exploring the composition of each number.</p>		<p>Children will develop a deep understanding of numbers to 6 though exploring each number in detail. Children will use a variety of practical resources to find, recognise, count and represent the numbers. They will engage in songs, rhymes and actions as well as finding the numbers around them. They will learn to subitise (have fast recognition) numbers. Children will also begin exploring the composition of each number.</p> <p>Capacity The children will explore height, length and mass through measuring tapes, weighing scales and rulers. The children will be encouraged to compare objects using the resources and to verbally say which is heavier, lighter, taller etc.</p> <p>Counting Principles The children will have the opportunity to count objects around the Pre-School to explore 1-1 correspondence and begin to know that the last number they count is how many is in a set (the cardinal principle). Children will complete a variety of different counting activities where they can practise their 1-1 correspondence.</p>		<p>Children will order and sequence familiar stories and events using the vocabulary of first, next, then.</p> <p>Positional Language Using songs and games, children will explore and practise using positional language on, under, in, out, front and behind. They will describe where an object is and to follow instructions involving positional language.</p> <p>More than/Fewer than Children will continue to deepen their understanding of number by comparing groups of objects using the language 'more than' and 'fewer than'.</p> <p>Shape Children will explore 2D and 3D shapes by naming some simple shapes and using simple mathematical language to describe them. They will sort objects by colour, size and shape and explore different way to sort a group of objects.</p> <p>Numbers to 6 Children will deepen their understanding of numbers to 6 by revisiting number composition. Children will explore numbers and quantities to 6, beginning to match numerals to quantities. They will explore and begin to apply the concept of what comes before and after in relation to numbers. Children will also solve simple mathematical problems with numbers to 6.</p>	
<p>Understanding the World</p>	<p>Children will be introduced to new vocabulary related to out topic. Children will also show an interest in different occupations by talking</p>	<p>Children will be introduced to new vocabulary related to out topic.</p> <p>History – N/A</p>	<p>Children will be introduced to new vocabulary related to out topic.</p> <p>History – Traditional tales/old tales</p>	<p>Children will be introduced to new vocabulary related to out topic.</p> <p>History – Children will begin to understand</p>	<p>Children will be introduced to new vocabulary related to out topic.</p> <p>History – Children will start to learn about old</p>	<p>Children will be introduced to new vocabulary related to out topic.</p> <p>History – Children will reflect on changes</p>

	<p>about their parent's jobs.</p> <p>History- we will explore our own family history by discussing our family tree. Geography – we will be exploring where we live by drawing our houses and discussing where we live.</p> <p>Science – Children will be exploring different materials and textures through creative play.</p> <p>RE – we will be exploring the uniqueness of ourselves and families through stories and discussions of our own families</p> <p>Computing- children will discuss how to stay safe when accessing devices. They will learn how to play games and draw on the interactive whiteboard exploring how things work.</p>	<p>Geography – Where fruits grow. Children will explore Africa when learning about Handa's surprise and how it is different/similar to where we live.</p> <p>Science- children will explore the and natural materials in the outdoor environment. We will explore the forces they can feel on a windy day. We will explore how we can keep germs from spreading and about decay in our being healthy topic. We will also explore a healthy range of foods and make a fruit salad. Children will explore changes in the seasons. They will learn how ice is made and explore how ice melts.</p> <p>RE - Children will learn about the festival of Diwali, they will learn who celebrates Diwali and how it is celebrated. Children will learn about other cultures using the book Handa's surprise.</p> <p>Computing – children will learn how to use the cameras and the</p>	<p>Geography – Children will learn where China is when learning about Chinese New Year. Children will be introduced to globes and maps.</p> <p>Science –The children will also explore the materials used by the 3 little pigs and build their own houses using different materials to see which house will be the strongest. The children will bake bread like The Little Red Hen, to be introduced to changing states.</p> <p>RE – Children will develop an understanding of how Chinese New Year is celebrated and by who.</p> <p>Computing – children will learn how to use cause and effect toys like torches, microphones, cameras and CD players.</p>	<p>chronology by looking at babies and how people change over time. The children will make their own timeline using their pictures.</p> <p>Geography – N/A</p> <p>Science – children will explore how things grow form planting seeds. They will understand how to look after living things and what living things need to survive. They will begin to make scientific observations and learn the life-cycle of a caterpillar.</p> <p>RE –N/A</p> <p>Computing – Children will continue to develop their computing skills through using the bee bots, interactive white board and electronic toys.</p>	<p>tales of knights and dragons. They will compare old castles to modern houses.</p> <p>Geography –Children will look at where castles are in the UK. They will use maps when going on a leaf hunt.</p> <p>Science – children will investigate draw bridges and dragons' wings as they explore forces. They will explore natural materials both inside and outside of the Pre-School environment.</p> <p>RE- N/A</p> <p>Computing – Children will continue to develop their computing skills through using the bee bots, interactive white board and electronic toys.</p>	<p>in the year within the Pre-School.</p> <p>Geography – We will learn about where the jungles are in the world and explore the physical geography of a jungle.</p> <p>Science – Children will learn about jungle animals and their habitats. The children will take part in our trip to Bushfield School to meet some creatures.</p> <p>They will explore the seasons, including different types of weather and how to stay safe in the sun. They will continue to explore forces as they explore monkeys' swinging movements.</p> <p>RE- N/A</p> <p>Computing – Children will continue to develop their computing skills through using the bee bots, interactive white board and electronic toys.</p>
--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

		interactive whiteboard to play educational games.				
<p>Expressive Art and Design</p>	<p>Children will take part in role play and small world play related to our topic. Through continuous provision, they will have access to a variety of media/materials to explore independently to develop their creative ideas.</p> <p>Art Children will learn how to use paint and create closed shapes when painting self-portraits/ family portraits.</p> <p>DT Children will learn how to join materials when junk modelling houses.</p> <p>Music In music children will explore instruments using increasing control. They will also learn the lyrics to songs related to their topics.</p>	<p>Children will take part in role play and small world play related to our topic. Through continuous provision, they will have access to a variety of media/materials to explore independently to develop their creative ideas.</p> <p>Art Children will explore colour and colour mixing when creating Rangoli pattern. Children will develop their drawing skills when drawing images of the fruits they would like to put into their fruit salad.</p> <p>DT Children will make their own Diva lamp. Children will make a fruit salad</p> <p>Music In music children will explore instruments using increasing control. They will also learn the lyrics to songs related to their topics.</p>	<p>Children will take part in role play and small world play related to our topic. Through continuous provision, they will have access to a variety of media/materials to explore independently to develop their creative ideas.</p> <p>Art Children will use using alternative tools for painting by exploring vegetable printing.</p> <p>DT Children will explore the materials used by the 3 little pigs to build their houses. Children will make bread.</p> <p>Music In music children will explore instruments using increasing control. They will also learn about pitch.</p>	<p>Children will take part in role play and small world play related to our topic. Through continuous provision, they will have access to a variety of media/materials to explore independently to develop their creative ideas.</p> <p>Art Children will draw and paint plants, fruit and vegetables developing their colour mixing skills, drawing, and painting skills.</p> <p>DT Children will join materials to make flowers.</p> <p>Music In music children will explore instruments using increasing control. They will also learn about pitch and melody. They will use drawings to represent movements and loud noises.</p>	<p>Children will take part in role play and small world play related to our topic. Through continuous provision, they will have access to a variety of media/materials to explore independently to develop their creative ideas.</p> <p>Art Children will practise drawing and mark making through a range of media.</p> <p>DT Children will use a variety of junk modelling materials to create their own houses and forts. Children will also use natural materials to create their own puppets.</p> <p>Music In music children will explore instruments using increasing control. They will also learn about pitch and melody. They will create their own songs and improvise a song around one they already know.</p>	<p>Children will take part in role play and small world play related to our topic. Through continuous provision, they will have access to a variety of media/materials to explore independently to develop their creative ideas.</p> <p>Art Children will draw/ paint/ collage their own imaginative jungle. The children will have the opportunity to create summer creations using a variety of different mediums.</p> <p>DT- Children will explore den building during our choosing time. Children will use their design skills to design and make a home to fit one of our jungle animals.</p> <p>Music In music children will explore instruments using increasing control. They will also learn about pitch and</p>







						melody. They will create their own songs and improvise a song around one they already know.
Enrichment	Possible Visitors into Pre-School Police officer, Paramedic, Car mechanic – women role models for children.	Diva Lamp Making Children will make their own diva lamp Food Tasting Children will try new healthy fruits from the story Handa's Surprise.	Baking Following our learning about The Little Red Hen, the children will have the opportunity to bake their own bread.	Planting Children will be planting vegetables and watching them grow.	Dragon Ball Children will prepare/ decorate ready for a ball at the 'castle'	Bushfield Woods The children will visit Bushfield School to visit some jungle creatures.



RECEPTION (FS2) CURRICULUM OVERVIEW

If you require any further information regarding our curriculum, please contact the school.



	Autumn Term 1 <i>All about me- diversity, occupations, and healthy lifestyles</i> 	Autumn Term 2 <i>Fairy tales and Celebrations</i> 	Spring Term 1 <i>Journeys through stories</i> 	Spring Term 2 <i>Transport</i> 	Summer Term 1 <i>Animals and the environment</i> 	Summer Term 2 <i>Just Imagine- Fantasy and Dinosaurs</i> 
Literacy	Core Texts – Colour Monster Goes to School All are Welcome Here (Diversity) My Mom has Two Jobs (People who help us) When I was little like you/ (Historical items) The Healthy Wolf (Healthy Eating) Mama Panya’s Pancakes (Cultures/Music) Autumn poem/ Non-fiction (Seasons)	Core Texts – Bonfire Night- poem Three Billy Goats Gruff Three Billy Goats Fluff The Elves and the Shoemaker Little Red Riding Hood Little Red Riding Hood and the Sweet Little Wolf Jolly Christmas Postman Nativity Story	Core Texts- The Jolly Postman The Magic Paintbrush Chapati Moon We’re going on a Bear Hunt We’re going on a Lion Hunt All Aboard for the Bobo Road	Core Texts- You Can’t call an Elephant in an Emergency Once upon a Tide Mr. Gumpy’s Motor Car Emma Jane’s Aeroplane Easter Story	Core Texts- Eid- Rashad’s Ramadan and Eid Al-Fitr Seasons- Spring Poem The Tiny seed – Eric Carle The Great Bean Machine (Recycling) Farm Animals- Non-fiction texts Whose Habitat is That?	Core Texts- Supertato Superworm Aliens Love Underpants Dinosaurs -non fiction The Koloa Who Could
	<p>The children will learn single letter sounds and some special friends including sh, ch, th, qu, ng. They will begin to blend words to read and learn some high frequency words. They will listen for sounds in words to begin to segment words. They will practise building and</p>	<p>We will revise our letter sounds and practise reading longer words, phrases and simple sentences. Children will practise writing words by segmenting to hear all the letter sounds in words. We will continue to read high</p>	<p>The children will share stories from different cultures and talk about settings and characters. Children will practise writing words, phrases and simple sentences. They will begin to use special friends in their own writing.</p>	<p>The children will continue to practise writing sentences that can be read by themselves and others. They will be encouraged to read what they have written to make sure it makes sense. They will practise</p>	<p>We will look at fiction and non-fiction texts and discuss how they are different. The children will write longer words and incorporating knowledge they have acquired in phonic lessons in their own writing. They will be</p>	<p>We will explore using writing for different purposes including labelling and writing lists. They will include HFWs and diagraphs in their own writing. They will write longer pieces with more than one sentence and self-correct their work where</p>

	<p>writing words with two and three sounds. We will label self/family portraits and a healthy plate Fred talking the sounds we can hear in words to then write them. The children will listen to a variety of stories and answer questions to show they have understood what is read. They will make predictions about what will happen in the story. We will learn new vocabulary through our Write Stuff lessons.</p>	<p>frequency words. The children will learn how stories are structured and look at how traditional tales can be adapted. Children will continue to use what they have learned in phonics and apply this to their own reading and writing. During Write Stuff lessons, they will learn new words using our Grandmas Fantastic puppet.</p>	<p>Children will learn many high frequency words that can be used in our own writing. We will begin to decode longer words to read them. They will practise using the correct spelling for words that can be sounded out. In Write Stuff, we will continue to use the lenses to develop new words. We will then use these new words to develop sentences orally.</p>	<p>using capital letters, finger spaces, and full stops independently in their writing. They will decode words according to their phonics knowledge including reading some words by sight. In Write Stuff, we will think about different words that have similar meanings. They will begin to scale these words thinking about if they are negative or positive.</p>	<p>encouraged to think of and write sentences independently. Children will read their sentences back and self-correct their writing. In Write Stuff lessons, children will begin to write their own sentences using sentence starters as support.</p>	<p>needed. They will begin to use adjectives and conjunctions in their own writing. They will gain confidence in their reading and writing and many children will be able to read fluently at a good pace. During Write Stuff lessons, children will have the opportunity to think of and write their own sentences. They will use describing words linked to their experiences.</p>
<p>Maths</p>	<p>Match, sort and compare: Children will match pictures and objects and identify a set. They will explore sorting techniques and creating sorting rules. They will begin to compare amounts.</p> <p>Talk about measure and patterns: Children will compare size, mass and capacity. They will explore, copy, continue and create simple patterns.</p> <p>It's me 1, 2, 3: Children will find, subitise and represent 1, 2 and 3. They will explore 1 more and 1 less as well as the composition of these numbers.</p> <p>Circles and triangles: Children will identify, name and compare circles and triangles. They will explore and identify these shapes within the environment around them. They will be introduced to positional language such as 'in', 'on', 'under', 'over', etc.</p>	<p>Alive in 5!: Children will be introduced to zero and consolidate their knowledge of numbers 0-5 through finding, subitising and representing. They will compare numbers and extend their learning of 1 more and 1 less and number composition. They will begin to explore conceptual subitising of numbers to 5.</p> <p>Mass and Capacity: Children will use the language of mass such as heavy/heavier and use balance scales to explore and compare mass. Children will use different shaped containers to explore and compare capacity and develop their understanding of how full or empty something is.</p> <p>Growing 6, 7, 8: Children will continue build on their number knowledge by finding, counting and representing 6, 7 and 8. They will extend their 1 more, 1 less understanding</p>	<p>To 20 and beyond: Children will identify numbers up to 20 (and beyond). They will use practical methods to 'build' them and continue patterns. Verbally, children will count beyond 20 and notice number patterns.</p> <p>How many now?: Children will explore how numbers increase and decrease when adding more and taking away. Manipulatives and visual representations will be used to identify 'how many' were added or taken away. Children will begin to hold a number in their head and count on to find a total.</p> <p>Manipulate, compose and decompose: Children will begin to select 2-D and 3-D shapes for purpose and explore how to rotate and manipulate them. They will use positional language to explain how shapes are arranged in relation to each other. They will compose and decompose shapes and draw their own 2-D</p>			

	<p>1, 2, 3, 4, 5: Children will build on their knowledge of number to find, subitise and represent numbers 4 and 5. They will use five frames to explore 1 more and 1 less as well as the composition of numbers 1-5.</p> <p>Shapes with 4 sides: Children will identify, name and compare shapes with four sides. They will go on a shape hunt to identify them within the environment.</p>		<p>to these numbers and explore their composition. Through making pairs, children will be introduced to the concept of odd and even. They will find and make doubles to 8, combine 2 groups to find out how many altogether and further develop their conceptual subitising.</p> <p>Length, height and time: Children will explore length and height using language such as longer, shorter, taller, etc. They will use non-standard units, such as bricks, to begin to measure and compare. Children will begin to order and sequence important times in the day and talk about time and significant events.</p> <p>Building 9 and 10: Children will continue to build on their number knowledge by finding, counting and representing 9 and 10. They will extend their 1 more, 1 less understanding to these numbers, explore their composition and develop their conceptual subitising to 10. Using real objects, children will make arrangements of 10 and be introduced to number bonds to 10. They will find and make doubles to 10 to further their understanding of odd and even.</p> <p>Explore 3-D Shapes: Children will begin to recognise and name 3-D shapes, explore them within their environment and consider which shapes are suited to different tasks (eg: rolling or stacking). They will begin to explore more complex patterns and copy and continue these.</p>		<p>shapes. Children will explore which 2-D shapes can be found within a 3-D shape.</p> <p>Sharing and Grouping: Children will explore, share and group quantities. They will use both odd and even amounts to develop their understanding of when something is equal. They will play with and build doubles.</p> <p>Visualise, Map and Build: Children will explore pattern by identifying repeating patterns and creating their own. They will use small-world and construction areas to replicate and rebuild scenes as well as visualise and describe them from different positions. They will verbally give instructions for building and start to explore mapping.</p> <p>Make connections: Children will draw together the different areas of Maths they have explored throughout the year to deepen their Mathematical understanding. They will make connections, patterns and relationships between the different areas of their learning.</p>	
<p>Communication and Language</p>	<p>The children will talk about what they like about school. They will listen during class discussion and respond appropriately</p>	<p>The children will give their own explanations of things they have observed. They will practise responding</p>	<p>The children will describe and provide explanations of events and use talk to organise and clarify</p>	<p>Children will practise listening to stories and anticipate key events responding</p>	<p>Children will practise answering how and why questions in more depth and draw on their own experiences</p>	<p>Children will be encouraged to recount experiences and imagine possibilities, often connecting ideas. They</p>

	<p>to questions. During circle time and story times, children will be encouraged to think of their own answers and express their ideas. Children will learn new vocabulary and begin to use this in their play. They will begin to ask their own questions. They will their own experiences within their families. They will have the opportunity to talk about past events in their own lives and describe these in detail. They will learn to sing songs and poems and remember some of the language in them.</p>	<p>appropriately to what others have said and stick to the main theme during discussions. They will increase their vocabulary and use new words appropriately. Children will use new vocabulary in their own conversations. They will retell familiar stories by repeating some of the language they have learned and adding some of their own words.</p>	<p>their thinking. They will use two channelled attention in large and small group activities. Children will listen to conversations and respond with their own suggestions and ideas. They will connect their ideas and actions using connectives.</p>	<p>with relevant comments and questions. They will retell past events using full sentences and try to use the appropriate tense when retelling these events. They will practise following instructions involving several ideas or actions. They will continue to practise listening attentively in a range of situations.</p>	<p>to formulate good answers. They will practise using future tense accurately when talking about events that will happen. They will use talk to work out problems and organise activities. They will talk about fiction and non-fiction books and use vocabulary we have learned through different texts.</p>	<p>will continue to develop and use a wide range of vocabulary in imaginative ways. Children will apply vocabulary they have learned previously to new situations. They will use language for a variety of purposes including adding information, expressing ideas or explaining actions or events. Children will practise listening to each other's stories, events or opinions and respond appropriately.</p>
<p>Personal Social Emotional Development</p>	<p>The children will learn about what makes a kind friendship. We will look at ourselves and our friends and learn how to play within groups, extending and elaborating our ideas through role play. They will discuss what makes them happy, sad, excited, and angry. They will talk about themselves and what they are good at. We will learn and follow the rules and routines in school. They will develop resilience when faced with challenging activities. They will manage their personal care such as toileting, staying hydrated, and getting on their own coats.</p>	<p>The children will continue to build on friendships. They will learn more about the behaviour expectations and rewards- such as the community coin scheme for being helpful and polite towards their peers and adults. They will begin to understand that their actions affect others and how to resolve any conflicts. We will continue to learn about the importance of sharing and turn taking. They will think of other's perspectives. They will</p>	<p>The children will learn how to take account of one another and how to organise their activities to include everyone's thoughts and ideas within their play. The children will continue to build their confidence in all areas of learning. They will experience learning opportunities in each zone of FS2. They will be able to share their opinion of why they like some activities more than others. They will discuss why limiting screen time is important.</p>	<p>We will continue to work on our understanding of other's needs. We will practise showing sensitivity to other's feelings and building on their relationships with adults and their peers. The children will become more confident and learn how to persevere when faced with new challenges. We will look at people that help us and how we can help others. We will explore healthy</p>	<p>The children will take greater ownership in their learning and explain their strategies to others. They will talk about their ideas and identify resources they might need for new activities. The children will talk about how they and others show feelings. They will understand that some behaviour is unacceptable. They will work co-operatively with others and show sensitivity to other's needs. They will think about how to be good citizens by caring for</p>	<p>The children will play group games with rules and understand good sportmanship. They will understand that's someone else's point of view can be different from theirs. They will work on solving minor disagreements independently through discussion. They will be confident to speak in class groups about things they enjoy, are good at and about things that they don't find easy. They will be more independent in their own learning and finding out information. They will talk about how</p>

	<p>We will explore healthy lifestyles including toothbrushing, exercise, regular sleep, and healthy eating. The children will explore similarities and differences between themselves and others. They will explore the role of different members of the community and their own roles as a citizen.</p>	<p>explore fire safety through our bonfire topic and weather appropriate clothing through our elves and the shoemaker topic.</p>	<p>The children will learn about different occupations following our learning based on the Jolly Postman story.</p>	<p>lifestyles including road safety awareness. They will think about the perspective of others through the characters in the stories we read.</p>	<p>our planet and living things.</p>	<p>they would adapt activities or learning to make future improvements.</p>
<p>Physical Development-</p>	<p>The children will learn about making healthy choices to have healthy lifestyles. They will begin to learn about how to make healthy choices in relation to exercise, eating, and hygiene. They will increase their independence when dressing to go outdoors and getting ready for lunch. They will begin to hold the pencil using the tripod grip and practise forming letters correctly. They will learn animal poses to strengthen their muscles reading for writing.</p>	<p>The children will have a weekly PE lesson where they will practice getting dressed independently. They will also learn new moves through multi skills using balls. They will practise throwing, catching and kicking balls. They will begin to identify observe the effects of activity on their bodies. We will continue to use the tripod grip when writing and use the correct letter formation. Children will have regular handwriting lessons to practise these skills.</p>	<p>During PE sessions our focus will be multiskills and ball games. We will practise throwing and catching with increasing control. We will use different types of balls to build their confidence in throwing and catching. In addition, we will continue practising our handwriting and remember where to begin letters and end.</p>	<p>During PE sessions our focus will be dance and athletics explored through our topics. We will practise moving in different ways and begin to think of our own dance moves We will also use movement and dance to express our feelings. We will practise pencil control and letter and number formation over this half term.</p>	<p>During PE sessions we will practise striking and fielding. Children will gain increasing control of objects using rackets and bats in different ways. We will continue to practise our pencil control and be able to have good control when writing sentences. We will practise keeping the letters on the line and that they go under the line when needed.</p>	<p>In PE, we will be getting ready for our sports day by practising the activities we will take part in during the day. We will continue to practise writing on the line and controlling the letter size in our handwriting. We will practise doing up buttons and laces.</p>
	<p>History They will look at how items have changed over time through our Families topic. They will consider grandparents experiences and think about how</p>	<p>History The children will learn about Guy Fawkes and why some people celebrate bonfire night.</p>	<p>History The children will learn about different famous artists.</p> <p>Geography-</p>	<p>History Children will learn about the past through the Mr. Gumpy's Motorcar story. They will compare cars of the</p>	<p>History n/a</p> <p>Geography They will learn how recycling is a way to</p>	<p>History Children will learn about Dinosaurs and recognise that things were different in the past. They will begin to look at timelines. They will</p>

<p>Understanding of the World</p>	<p>things were different when their grandparents were young. They will hear past stories told by grandparents.</p> <p>Geography During the All About Me topic the children will use maps and pictures to look at the area we live in. They will use world maps to think about where different family members may live in the world. During our Families topic they will find out about African culture using a story Mama Panya's Pancakes.</p> <p>Science Children will learn about healthy lifestyles and healthy eating. They will also observe the changing seasons and observe changes in the natural world through an autumn investigation.</p> <p>RE We will be looking at and describing special times and events for families and friends.</p> <p>Computing- We will talk about internet safety and limiting their use of technology as part of Healthy Lifestyles topic.</p>	<p>They will think about what historical objects might be in Grandma's house in the story of Little Red Riding Hood.</p> <p>Geography The children will draw simple maps to help Little Red Riding Hood find Grandma's house.</p> <p>Science We will observe damaged apples over time to observe and discuss the decaying process. They will explore a range of materials naming them and describing their properties.</p> <p>RE- The children will listen to the nativity story. They will talk about their own traditions around celebrating Christmas and compare with others.</p> <p>Computing Cameras for a photo booth for Christmas and filming stories with the iPads.</p>	<p>The children will listen to stories set in China, India and Africa. They will find these countries using a map and learn about landmarks and their cultures. In the stories of the We're Going on a Bear Hunt and We're Going on a Lion Hunt the children will compare different environments. This term they will explore the use of maps to represent journeys in stories. They will have opportunities to draw their own maps to represent the journey of the Jolly Postman and the Bear Hunt.</p> <p>Science As the children learn about the different countries in this terms stories, they will make comparisons about the environments and how they differ to the environment that they live in.</p> <p>RE- N/A</p> <p>Computing The children will use bee bots to navigate maps.</p>	<p>past with modern cars.</p> <p>Geography Children will compare different cultures in stories and recognise different landmarks in some cities in the world.</p> <p>Science The children will investigate floating and sinking during our story Once Upon a Tide. They will also learn how water freezes to ice and then melts back to water. They will investigate how they can speed up ice melting.</p> <p>RE Children will learn about Easter and visit the local church.</p> <p>Computing The children will use the interactive boards to learn about other cultures and to research historical cars.</p>	<p>care for our environment.</p> <p>Science The children will continue to make observations of the changing seasons and describe some of the things they notice. They will plant sunflowers and other flowers and observe changes over time. The children will draw their own representations of plants and animals. During our Farm topic they will visit a farm. They will explore the world around them and compare different environments. The children will learn facts about farm animals and will talk about what they eat and where they live. They will think about where milk comes from as well. We will talk about differences and similarities of different habitats.</p> <p>RE Children will learn about Eid and will have a visitor who celebrates Eid to talk about their traditions. They will find out the</p>	<p>think about how the world has changed since dinosaurs existed.</p> <p>Geography They will learn what a volcano is.</p> <p>Science They will make observations about changing states of matter as they cook their own pizza. They will begin to think about the reasons why dinosaurs are extinct. They will look at chemical reactions during a volcano investigation.</p> <p>RE n/a</p> <p>Computing The children will use different Literacy and Math games and programmes to consolidate their learning.</p>
------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	<p>We will use different number and phonics websites on the interactive whiteboards and iPads.</p>		<p>The children will use a paint program to draw their own pictures.</p>		<p>place Muslims worship in is a mosque. They will compare what they have learned about Christianity and the Muslim faiths.</p> <p>Computing They will take photos of different signs of spring and use iPads to find out information about animals.</p>	
<p>Expressive Art and Design</p>	<p>Children will role play playing alongside other children who are engaged in the same theme.</p> <p>Art The children will use paint and collage materials to create self portraits and pictures of animals from other countries. They will also make Autumn collages. They will use different items for sculpting including shaving foam for ice cream and petals for sprinkles.</p> <p>DT The children will begin to have opportunities to design and make things including bags and different vehicles. They will follow a simple recipe to make pancakes They will practise their early skills of preparing food eg cutting, chopping</p>	<p>The children will act out and create narratives of well-known fairy tales. They will develop their own narratives through role play of their own experiences.</p> <p>Art Children will use materials to make sparklers and firework pictures. They will have an opportunity to create a marble effect firework picture. The children will explore print and pattern when printing with shoes.</p> <p>DT They will build with purpose, constructing their own bridges with a variety of materials. They will explore which</p>	<p>They will act out narratives based on the stories they have heard.</p> <p>Art The children will experiment with paint and various artistic effects through our Magic Paint Brush topic They will look at the work of some famous artists and compare them. The children will investigate different materials and how they can be combined, including story map collages.</p> <p>DT They will design and make a post box so that the characters from a story can post their letters.</p> <p>Music</p>	<p>They will role play being in an airport using props to support their role play.</p> <p>Art We will explore print using toy vehicles.</p> <p>DT The children will have many opportunities to design and make things related to all our stories. For example, boats to carry toy animals across the water, emergency vehicles, Easter baskets and ice lollies. They will talk about the final product and begin to evaluate. Commenting what</p>	<p>During our animal topic children will explore life on the farm.</p> <p>Art They will represent their own ideas, experiences through various artwork including detailed drawings, clay models and paintings. They will some observational drawings of animals.</p> <p>DT The children will build barns for the animals to live in using a variety of materials.</p> <p>Music They will explore music and songs related to various animals.</p>	<p>Art Children will design their own superhero vegetable sculpture. They will have opportunities to use watercolours to create scenes from stories.</p> <p>DT The children design a trap for evil pea and a spaceship for the aliens. They will be learning to suggest and adapt their own designs through these creations. They will work collaboratively to design and make a spaceship for the aliens. Children will be encouraged to talk about the features of their own work and recognise the strengths and differences between their work and others. The children will continue to learn about food hygiene and food</p>

	<p>and slicing fruit and vegetables</p> <p>Music They will explore well known nursery rhymes and learn to move to music. The children will learn to sing echo songs. They will perform movements and play instruments to a steady beat which sometimes stays the same and sometimes gets faster. They will learn to recognise and respond with movement to the structure of songs by listening carefully to lyrics.</p>	<p>materials work better for building bridges. The children will practise their early weaving and sewing skills.</p> <p>Music The musical focus will be on high and low sounds. The children will develop listening skills through matching movement to pitch. They will also sing stepping notes that move up and down accompanied by tuned percussion and hand actions. Finally, they will learn new songs with actions for our Christmas performance.</p>	<p>They will learn to accompany stories with descriptive music. As they create and combine sounds, they will develop their understanding of musical texture. They will also explore the structure of different songs such as cumulative and echo songs.</p>	<p>they like about it and how they would change it or make it even better.</p> <p>Music We will start the term with a session called The Journey. They will then listen to music from other cultures and create their own performances. The overall musical focus will be on loud and quiet sounds. We will create music to describe a storm and respond in movement to loud and quiet drumming sounds related to a story. We will also learn to use a graphic score.</p>	<p>During our Caterpillar session they will explore loud and quiet sounds as they learn about the life cycle of a butterfly. Using a simple graphic score, they will perform a combination of sounds related to farm animals. They will also explore beat and tempo with our session called Spider Tricks. Finally, they will explore and combine a variety of environmental sounds using litter.</p>	<p>preparation when making a vegetable pizza.</p> <p>Music They will explore sounds associated with the seaside and perform a seaside symphony using vocal sounds. They will look at the structure of cumulative and "call and response" songs. They will also explore pulse and rhythm with a lovely African passing game using pebbles, and with our sessions on dinosaurs. Finally, they will create and perform expressive music to accompany a narrative (Teddy Bear Picnic) responding to a storyboard.</p>
<p>Enrichment</p>	<p>Visitors into FS2 People who help us- Nurse Grandparents will visit and share stories of what it was like when they were young.</p>	<p>Visitor Local Minister- Nativity Story.</p>	<p>Chapatti tasting- They will experience food from a different culture.</p>	<p>Visitor- Police Visit to Church The children visit a local church and make observations. Food Preparation- Prepare hot cross buns. Children will design and make a frozen fruit lolly as part of</p>	<p>Growing Children will grow a sunflower. Visit to a Farm The children will visit and learn about animals on the farm. They will feed the lambs, goats, and sheep. They will go on a tractor ride and learn about the different areas of a farm.</p>	<p>Cooking Children will make vegetable pizza faces.</p>

				our once upon a tide topic.		
--	--	--	--	--------------------------------	--	--



YEAR 1 CURRICULUM OVERVIEW

If you require any further information regarding our curriculum, please contact the school



	Autumn Term 1 <i>All About Us and Around the World</i>	Autumn Term 2 <i>Space</i>	Spring Term 1 <i>Toys</i>	Spring Term 2 <i>Growing</i>	Summer Term 1 <i>Animals</i>	Summer Term 2 <i>Great Fire of London</i>
Writing	Weeks 1-2 Focus: Postcard Text: Max and Lemon Around the World Weeks 3-5 Focus: Adventure Story Text: Wombat Walkabout Week 6 Focus: Narrative Text: The Queen's Hat	Weeks 1-3 Focus: Science Fiction Text: The Way Back Home Weeks 3-6 Focus: Leaflet Text: Ice Planet Week 7 Focus: Recount Topic: Planetarium Visit (recount)	Weeks 1-3 Focus: Traditional tale Text: Pinocchio Week 4-5 Focus: Report Text: Toys from the Past	Weeks 1-2 Focus: Poetry Text: When I am by myself Week 3-6 Focus: Information text Text: Seasons	Weeks 1-3 Focus: Narrative Text: The Storm Whale Weeks 4-6 Focus: Travel Journal Text: On Safari	Week 1: Assessment week Week 2 and 3 Focus: Poetry Text: Great Fire of London Weeks 4-5 Sammy the Street Dog (narrative) Weeks 6-7 Building a moving picture (instructions)
	SPAG focus: Capital Letters and Lowercase Letters Letters Verbs Suffixes -ing Finger Spaces Writing Sentences	SPAG focus: Pronouns I Noun Suffixes -s Prefixes un- Capital Letters and Full Stops Writing Sentences	SPAG focus: Singular Nouns Past and Present Verbs Suffixes -ed Capital Letters for the Days of the Week Writing Sentences	SPAG focus: Plural Nouns Noun Suffixes -es Compound Words Question Marks Sequencing Sentences	SPAG focus: Punctuating Sentences Nouns Suffixes -es Exclamation Marks Capital Letters for Names of People and Places Writing Question Sentences	SPAG focus: Joining Words and Clauses Using 'and' Suffixes -er Punctuating Sentences Writing Stories Writing Exclamation Sentences Joining Words and Clauses Using 'and'
Reading	Author: Julia Donaldson Text Type: Fiction Focus: Familiar Authors	Text: Space tortoise, Man on the Moon, Darkest Dark Text Type: Fiction We will retell, think of questions and discuss	Text: Toys in Space, Ugly Duckling, The Enormous Turnip. Text type: Fiction We focus in depth on essential reading skills	Text: A range of non-fiction plants and growing texts Text type: Non-fiction	Text: The tiger who came to tea, Paddington Text type: Fiction and Non-fiction	Text: Texts based on the Great Fire Of London Text type: Poetry We look at short stories and

	<p>We share, explore, make predictions, compare and express preferences about the familiar British author Julia Donaldson.</p> <p>Learns to appreciate rhymes and poems, and to recite some by heart</p>	<p>adventures. We will explain what happens in the story, sequence events and start to infer.</p>	<p>such as predicting, explaining, sequencing and inferring across a range of different pieces and text types.</p>	<p>We explore a range of print types in more detail and learn how to find information from the texts.</p> <p>The children will learn how to search for information in simple tables and charts.</p>	<p>We look at short stories and information texts to build confidence with answering comprehension questions.</p> <p>The children will learn how to use pictures and vocabulary to support meaning. We will also continue to infer and explain.</p>	<p>information texts to build confidence with answering comprehension questions.</p> <p>The children will discuss vocabulary and link new words to words that are already familiar and explain in more detail.</p>
<p>Maths</p>	<p>Topic: Number - Place Value Children will use practical resources and visual models to explore numbers within 10:</p> <ul style="list-style-type: none"> • Sort and count objects • Count objects from a larger group • Represent objects as numbers • Recognise numbers as words • Count on from any given number • Say 1 more and 1 less • Count backwards within 10 • Compare groups by matching • Use fewer, same and more • Use less than, greater than and equal • Use the inequality symbols ($>$ $<$ $=$) to compare numbers • Order objects and numbers • Explore number lines <p>Topic: Number - Addition and Subtraction Children will use practical resources and visual models to explore adding and subtracting numbers within 10:</p> <ul style="list-style-type: none"> • Introduced to parts and wholes and the part-whole model • Write number sentences • Create addition and subtraction fact families (the eight facts) • Develop understanding and recall of number bonds to 10 	<p>Topic: Number - Place Value Children will build on their knowledge to explore numbers within 20:</p> <ul style="list-style-type: none"> • Count within 20 • Secure their understanding of 10 through using ten frames, bead strings and towers of cubes to draw attention to the fact 10 ones and 1 ten are equivalent • Develop their ability to instantly recognise (subitise) 10 without needing to count • Practise matching numbers to from 11-19 to visual representations to see the full 10 and part of the next 10 to support their place value understanding • Explore the differences and similarities of numbers 11-19 and use part-whole models to introduce them to portioning these • Use ten frames, bead strings and towers of cubes to draw attention to the fact 2 tens are equivalent to 20 • Apply their counting skills to find 1 more or 1 less than any numbers within 20 • Explore and use a number lines to 20 to count and estimate • Compare and order numbers to 20 <p>Topic: Number - Addition and Subtraction Children will use practical resources and visual models to explore adding and subtracting numbers within 20:</p>	<p>Topic: Number – Multiplication and Division Children will use practical resources and visual models to explore multiplication and division:</p> <ul style="list-style-type: none"> • Count in 2s, 10s and 5s • Recognise and add equal groups • Make arrays • Make doubles • Introduced to division through grouping and sharing to make equal groups <p>Topic: Number – Fractions Children will use practical resources and visual models to explore halves and quarters:</p> <ul style="list-style-type: none"> • Recognise and find half and a quarter of an object or shape • Recognise and find half and a quarter of a quantity <p>Topic: Geometry Children will use explore position and direction:</p> <ul style="list-style-type: none"> • Describe turns using the terms full, half, quarter and three-quarter • Describe position using left and right, forwards and backwards, above and below • Use ordinal numbers (1st, 2nd, 3rd, last, etc) <p>Topic: Number - Place Value Children will build on their knowledge to explore numbers within 100:</p> <ul style="list-style-type: none"> • Count from 50 to 100 			

	<ul style="list-style-type: none"> • Explore addition through adding together, adding more and addition problems • Find parts of numbers and use this as an introduction to subtraction • Explore subtraction through taking away, crossing out, how many left and using a number line <p>Topic: Geometry Children will use practical resources and visual models to explore 2D and 3D shapes:</p> <ul style="list-style-type: none"> • Learn to recognise, name and sort 3D shapes such as cubes, cuboids, cylinders, pyramids, cones and spheres • Learn to recognise, name and sort simple 2D shapes such as triangles, squares, rectangles and circles • Use shapes to explore repeating patterns by saying the pattern aloud, considering which shapes come before or after, continuing the pattern and making their own 	<ul style="list-style-type: none"> • Add by counting on and using number bonds • Find and make number bonds to 20 • Understand doubles and near doubles • Subtract using number bonds, counting backwards and finding the difference • Explore the relationship between addition and subtraction through related number facts • Explore missing number problems, using the idea of the inverse operation to 'undo' <p>Topic: Number - Place Value Children will build on their knowledge to explore numbers within 100:</p> <ul style="list-style-type: none"> • Count from 20 to 50 • Develop their understanding of multiples of 10 to 50 • Count by making groups of 10 • Group and partition tens and ones • Explore and use a number lines to 50 to count and estimate • Apply their counting skills to find 1 more or 1 less than any numbers within 50 <p>Topic: Measure Children will use standard and non-standard units to explore length, mass and volume:</p> <ul style="list-style-type: none"> • Compare lengths, heights, mass and volume using language such as 'longer /shorter/taller than', 'heavier/lighter' and 'more than/less than' • Measure length using objects • Learn to measure length in cm using a ruler • Measure mass using non-standard units such as cubes or bricks • Explore empty, full and nearly full as an introduction to volume and capacity • Measure volume using non-standard units such as cups • Compare capacity using inequality symbols (> < =) 	<ul style="list-style-type: none"> • Continue to develop their understanding of multiples of 10 to 100 • Partition numbers within 100 into tens and ones • Explore and use a number lines to 100 to count and estimate • Apply their counting skills to find 1 more or 1 less than any numbers within 100 • Compare numbers within 100 <p>Topic: Measure Children will use practical resources and visual representations to explore money:</p> <ul style="list-style-type: none"> • Explore the concept of unitising- that one coin can represent a unified amount, eg: a 5p coin represents five 1p coins • Recognise coins • Recognise notes • Apply their knowledge of counting in 2s, 5s and 10s to count in coins <p>Topic: Measure Children will use practical resources and visual representations to explore time:</p> <ul style="list-style-type: none"> • Use time language such as 'before' and 'after' • Name and order the days of the week and months of the year • Introduced to hours, minutes and seconds • Tell the time to 1 hour • Tell the time to half the hour
Science	<p>Biology: The Human Body Children will build on their knowledge of the human body by identifying, naming, drawing and labelling parts of the body, including head, neck,</p>	<p>Biology: Planting Children will explore plant growth. In January, children will plant seeds. Due to the time of year, they will grow plants inside the classroom and</p>	<p>Biology: Plants Children will name and identify the roots, stem, leaves and flowers, including the petals, of a flowering plant. Using scissors, children will</p>

arms, elbows, hands, legs, knees, feet, face, ears, eyes, nose, hair, mouth and teeth. They will develop their scientific enquiry skills by searching for patterns between age and length of feet. Children will engage in practical activities to explore the 5 senses.

Biology: Seasonal Changes

The children will explore the seasons of autumn and winter and the changes that take place. They will observe, collect and record data. As the year progresses, they will use this data to compare the similarities and differences between the seasons.

Chemistry: Materials

Children will explore and sort natural and man-made materials using their properties. They will explore rocks, using hand lenses to closely observe the properties and notice what is the same and what is different. Children will explore the difference between objects and the materials they are made from, naming the common object and identifying the materials it's made from. They will look explore the simple process of freezing and melting. They will carry out comparative tests to explore materials that float or sink, are absorbent or waterproof, are transparent, translucent or opaque.

should understand that although some plants can grow in colder months, they need to be kept in a warmer temperature to grow. In May, they will plant seeds outside, identifying that in spring the weather is becoming warmer, so the plants are able to grow outside. Children will regularly observe the process of their plant growth to understand how plants change and grow over time.

Biology: Animals

Children will explore the different animal groups and their features: mammals, birds, fish, amphibians and reptiles. They will use this knowledge to compare and group animals. They will explore animals that are herbivores, carnivores and omnivores.

Sustainability: Caring for the planet

Children will explore why it is important to care for our planet. They will consider the positive and negative impact they can have and use secondary sources to think about the wider world and the different ways they can help.

Biology: Seasonal Changes

Children will build on their learning of autumn and winter by exploring the season of spring. They will observe, collect and record data and use this to compare the similarities and differences between the seasons.

perform a simple plant dissection, using a range of different plants that have a variety of leaf shapes and flowers. Through grouping and classifying these parts, they will make generalisations and spot simple patterns between them. Children will name and identify common wildflowers and garden plants, identifying that wildflowers grow naturally whilst garden plants, are planted by humans and looked after by them. They will use this knowledge to identify plants in the local area. Children will identify and name tree parts, including the roots, trunk, branches, leaves and fruit. They will identify similarities and differences between different types of trees. They will explore deciduous and evergreen trees. They will use this knowledge to identify different types of trees in the local area

Biology: Planting

Children will explore how the seeds that they planted in the spring have changed over time. They will observe the growth of their plants and describe the changes. They will revise the parts of the plants and use the correct vocabulary when describing the changes. They will also recap the conditions needed for plant growth and plant their own fast-sprouting, edible plants.

Sustainability: Growing and Cooking

Children will explore how some plants can be grown and eaten for food. They will be introduced to farming, and how fruit and vegetables can be grown on a large scale as crops. Children will participate in practical work to create a simple meal from different fruit and vegetables, including those that they have planted themselves.

Biology: Seasonal Changes

Children will continue to build on their learning of seasons by exploring summer. They will observe, collect and record data and use this to compare the similarities and differences between the seasons. They will recap their learning of season

					as across the whole year to answer the enquiry question 'What are the main changes in each season?'	
Computing	<p><u>Internet safety</u> Children will learn how to use technology safely and respectfully. Children will identify where to go for help and support when they have concerns online. They will learn about what information is personal and what not to share online.</p>	<p><u>Computing systems and networks- Technology around us</u> Develop your learners' understanding of technology and how it can help them. They will become more familiar with the different components of a computer by developing their keyboard and mouse skills, and also start to consider how to use technology responsibly</p>	<p><u>Creating media- Digital painting</u> Children will be exploring the world of digital art and its exciting range of creative tools. We will be empowering them to create their own paintings, while getting inspiration from a range of other artists. We will then conclude by asking them to consider their preferences when painting with, and without, the use of digital devices</p>	<p><u>Programming A-moving a robot</u> In Computing the children are going to use beebots to create different routes. They be learning how to use the different buttons on the beebot and will be creating a simple set of instructions.</p>	<p><u>Data and information- grouping data</u> During this unit, learners will be logging on to the computers, opening their documents, and saving their documents. This unit introduces learners to data and information. Labelling, grouping, and searching are important aspects of data and information. Searching is a common operation in many applications, and requires an understanding that to search data, it must have labels. This unit of work focuses on assigning data (images) with different labels in order to demonstrate how computers are able to group and present data.</p>	<p><u>Creating media- digital writing</u> Children will be learning about digital writing. They will be learning to type and will know how to remove text and images from a document. They will be familiar with the keys on a keyboard and how to use capital letters and punctuation.</p>
History		<p><u>Significant individuals</u> Linking into our space topic we learn about Neil Armstrong and why he is significant in History. We also look at other explores in history such as Ibn Christopher Columbus then compare them. We will also focus on Tim Berners-Lee and</p>	<p><u>Toys</u> We look at changes within living memory by comparing toys from the past and now. We also focus on Victorian toys and look at the local history of Wolverton by visiting Milton Keynes Museum.</p>			<p><u>The Great Fire of London</u> We will learn about the events that took place, look at the similarities and differences between life then and life now and learn about why the fire lasted for so long.</p>

		William Caxton learning about their achievements and why they are significant.				
Geography	Where do I live? The children will first learn about the geographical features of our local area and locate popular areas on a simple map. The children will then name, locate and identify characteristics of the four countries and capital cities of the United Kingdom.			Continents We will name and locate the world's seven continents, use world maps, atlases and globes to identify the seven continents and use basic geographical vocabulary to refer to key physical features.	Oceans We will learn about the 5 oceans, locate them on globes and maps. Then learn about how some factors are damaging the oceans and how we can protect them in the future.	
RE		Believing- Christianity The children will start to discuss their own beliefs and learn that we might not all have the same faiths. They will begin to understand the beliefs of Christians and learn about key features of a Christian church.		Belonging- Christianity Children will learn about the importance of Easter to Christians and why they celebrate Easter.		Behaving- Christianity We will learn about the 12 disciples, the parable of the good Samaritan and the role of church leaders.
PSHE	Belonging The children will discuss different groups they belong to and why being kind is important. They will discuss unkind behaviour and how to make the correct choice.		Living in the wider world The children will look at their own qualities and how they would like to develop. They will talk about jobs people can do and what they would like to achieve in the future.		Health and Wellbeing The children will learn how to make healthy choices about food, drink, exercise and sleep. To learn how to keep their bodies clean and safe.	
Art	Spirals In this pathway children are enabled to build an		.	Exploring water colour	Making birds In this pathway children continue to develop	

	<p>understanding about the way they can make marks on a drawing surface. They explore how the way they hold a drawing tool, and move their bodies, will affect the drawings they make.</p> <p>Children will begin to explore mark-making and experiment with how they can use the marks they make in their drawings.</p>			<p>In this pathway Year 1 will be exploring the works of Paul Klee and Emma Burleigh. They will be learning that watercolour paint has special characteristics. We will use the elements of surprise and accident to help us create art. We will be developing our painting by reflecting upon what we see and adding new lines and shapes to help develop imagery.</p>	<p>their understanding of sculpture and build their making skills. The exploration starts with careful looking and drawing, and from this "grounded" basis children are encouraged to take creative risks by using experimental mark-making with a variety of media. Children are then invited to explore how they can manipulate their drawings in an intuitive way to make 3d forms. Paper is twisted, folded, crumpled to become 3d and added to a simple structure. Children explore balance to finally create an individual bird. The class birds can then be brought together to make a "flock" – with each child's artwork valued as part of the whole.</p>	
Design Technology		<p>Space buggy The children will learn about how a moving vehicle works and the different features. They will then design and create their own moving space buggy.</p>	<p>Teddy Bears Picnic The children will learn about where food comes from then design and create their own cheese straws and healthy dips.</p>			<p>Moving picture The children will be designing and producing their own moving picture based on the Great Fire of London. They will learn about different mechanisms and then test them to see which is the most effective. They will recreate a</p>

						scene from the Great Fire of London.
Music	<p><u>Ourselves</u> Create and place vocal and body percussion sounds. Explore descriptive sounds. Keep a steady beat on instruments. Create word rhythms. Perform word rhythms with movement.</p>	<p><u>Space</u> Explore duration - Learn how to use our voice to make a variety of long and short sounds. Respond to long and short sounds through movements. Improvise descriptive music. Control duration and dynamics using voices, body percussion and instruments.</p>	<p><u>Keeping a steady beat</u> Using the theme of toys and machines, the children will explore beat through using movement, body percussion and instruments. They will combine a steady beat with word rhythms and explore changes in tempo/speed.</p>	<p><u>Pitch</u> During this half term, the children will explore the musical dimension of pitch. Using the story of Jack and the Beanstalk, we will use pitch to describe events and characters. Learning about the seasons, we will explore changes in pitch and respond to them with movements and vocal sounds.</p>	<p><u>Animals</u> Understand pitch by singing a song with contrasting high and low melodies. Identify and play high and low pitches in music. Make a steady beat with voices and body percussion. Count a steady beat in patterns of 2,3 and 4 beats (metre).</p>	<p><u>The Great Fire of London</u> Learn popular songs around 1666. Keep the pulse in songs and rhymes. Play fast, slow, loud, quiet. Creating music that matches an event in a story.</p>
PE	<p><u>Multi-skills</u> In PE the children will be looking at how exercise affects the body through multi skills. The children will be learning rugby, football, hockey, and basketball skills. The children will then move on to team games using the skills previously taught such as passing and dribbling.</p>		<p><u>Dance, striking and fielding and net and wall tennis</u> In PE the children will be focusing on 'dance' where they will be exploring different movements and learning to move their bodies to the beat. In Games they will be looking at striking and fielding and net and wall tennis. The children will learn how to hold and use a racket.</p>		<p><u>Athletics and striking and feeling</u> In athletics children will learn how to run, jump and throw. During striking and fielding lesson children will be applying their multi-skills to games.</p>	
Enrichment	<p><u>Science and Maths Day</u> We will be spending a whole day dedicated to fun and engaging activities.</p>	<p><u>Planetarium</u> To support our topic about space a Planetarium will come into school and the children will learn about the constellations and learn more about the moon landing.</p>		<p><u>World Book Day</u></p>	<p><u>Cotswold Wildlife Park</u> To support our 'Animal' topic we will be visiting the park where the children will learn more about wild animals and their habitats.</p>	<p><u>Career Visitors</u> A couple of visitors will be visiting Wyvern to describe to the children what they do as part of their professions.</p> <p><u>Sports Day</u></p>



YEAR 2 CURRICULUM OVERVIEW

If you require any further information regarding our curriculum, please contact the school



	Autumn Term 1 <i>Heroes</i>	Autumn Term 2 <i>Roald Dahl</i>	Spring Term 1 <i>Castles</i>	Spring Term 2 <i>Travel and adventure</i>	Summer Term 1 <i>Seaside</i>	Summer Term 2 <i>Natures Detectives</i>
Writing	<p>Weeks 1-2 Focus: Adventure Narrative Text: Traction Man</p> <p>Weeks 3-5 Focus: Chronological report Topic: Florence Nightingale</p>	<p>Weeks 1-3 Focus: Writing in the style of an author Text: The Twits</p> <p>Weeks 4-6 Focus: Fantasy recount Text: The BFG</p>	<p>Weeks 1-2 Focus: Legend Text: George and the Dragon</p> <p>Weeks 3 Focus: Poetry Text: If I were in Charge of the World</p> <p>Weeks 4- 5 Focus: Non-chronological report Topic: William the Conqueror/Warwick Castle</p>	<p>Weeks 1-2 Focus: Diary Text: Zeraffa Giraffa</p> <p>Weeks 3-4 Focus: Letter Topic: This is how we do it (letter to a pen pal).</p> <p>Weeks 5-6 Focus: Narrative Text: Stardust</p>	<p>Week 1 Focus: Biography Topic: Grace Darling</p> <p>Week 2 Focus: Poetry Topic: Seaside</p> <p>Week 3 Focus: Narrative Topic: Something Fishy</p> <p>Week 4 Focus: Narrative Topic: Lighthouse</p>	<p>Week 1 and 2 Focus: Non-chronological report Topic: Habitats</p> <p>Week 3 and 4 Focus: Fable Text: The Crows Tale</p> <p>Week 5 and 6 Focus: Information text. Topic: Hibernation</p>
SPAG Focus	<p>Nouns Vowels and Consonants Demarcating Sentences Forming Nouns Using '-ness' Punctuating Sentences</p>	<p>Adjectives Compound Words Adjectives with -er and -est Subordination Statements and Exclamations</p>	<p>Noun Phrases Homophones Forming Adjectives using -ful and -less Questions and Commands Sentence Writing</p>	<p>Verbs Singular and Plural Adverbs with -ly Commas in Lists Changing Adjectives into Adverbs</p>	<p>Adverbs Word Classes Coordination Apostrophes for Possession Past and Present Tense</p>	<p>Recapping Pronouns Forming Nouns Using -er Progressive Tense Apostrophes for Contractions Uplevelling Sentences</p>
Reading	<p>Focus: Fiction Don't wake the Beastie Expresses preferences linked to own. With support, justifies their views about texts they have had read to them.</p>	<p>Focus: Traditional Tales Rapunzel Identify effective language choices.</p> <p>Beauty and the Beast Sequence and retell a familiar story.</p>	<p>Focus: Poetry The Sound Collector To identify simple literary language in poetry.</p> <p>The Sleepy Dragon Explain and discuss your understanding of poems</p>	<p>Focus: Non- Fiction A range on non-fiction texts on a variety of topics.</p> <p>The First Encyclopaedia of Seas and Oceans- Usborne</p>	<p>Focus: Fiction Blue Stone Make inferences based on a character's descriptions and actions.</p> <p>Tin Forest</p>	<p>Focus: Fiction (Chapter books)</p> <p>Guard Dog Make a prediction and then change it in light of new information and</p>

	<p>Asks questions to clarify.</p> <p>Lost and Found Retrieves key information from a text</p> <p>The Day the Crayons Quit Draws on what they already know or on background information and vocabulary provided by the teacher.</p> <p>Mog Stories Infer how a character is feeling based on what has been read</p> <p>Owl Babies Make inferences about a text.</p> <p>The Naughty Little Rabbit To answer questions about information stated within text (may not be obvious).</p> <p>Grace and Family To explore characters. I can recall some events in the story</p> <p>Independent reading text Continues to apply phonic knowledge and skills to decode words until automatic decoding has become</p>	<p>Jack and the Beanstalk Identify the sequence of events by using what I already know about traditional tales.</p> <p>Revolting Rhymes Little Red Riding Hood Predict events in an unfamiliar version of a traditional tale.</p> <p>Revolting Rhymes Goldilocks and the Three Bears Recognise that different characters have different thoughts/feelings about, views on and responses to particular scenarios.</p> <p>Revolting Rhymes Three Little Pigs Refer to the text for evidence.</p> <p>Rumpelstiltskin Identify evidence of change as a result of events.</p> <p>Independent reading text Can read words with contractions, e.g. I'm, we'll, he's. Take into account full stops and</p>	<p>that they have listened to.</p> <p>Dragonfly in the sun Refer to the text for evidence (poem)</p> <p>Castle on the Hill Answer retrieval questions.</p> <p>The Fisherman Answer retrieval questions.</p> <p>Cobwebs Answer questions and make inferences about information stated within text (may not be obvious).</p> <p>Independent reading text Identifies the sequence of events e.g. answers questions such as 'Which event happened first? What happened before he fell over? Discusses effective language choices, e.g. 'slimy' is a good word there because...</p>	<p>Show that you are aware that non-fiction texts are structured in a different way.</p> <p>All about Dogs/ Pocket Science books Begin to use difference sources to locate information.</p> <p>Seaside's in the past Show and evaluates simple persuasive devices.</p> <p>Louis Braille- Watts Use evidence from the text to make inferences and justify my views.</p> <p>Coronation of Elizabeth II- Watts Retrieve information from a non-fiction text.</p> <p>The First Encyclopaedia of Animals- Usborne Explain and discuss a range of non-fiction books.</p> <p>Independent reading text Self-corrects spontaneously and at the point of error. Explains differences between fiction and non-fiction. Shows awareness of use of features of organisation</p>	<p>Explore contrast in a book.</p> <p>Independent reading text Can retell an unknown story (unfamiliar before first reading) beginning, middle and end (may only be in simple terms). With support, justifies their views about what they have read</p>	<p>make inferences using more than one justification.</p> <p>Hansel and Gretel Make links with other stories.</p> <p>Georges Marvellous Medicine Make predictions based on other stories in the author's style. Answer retrieval questions about the text. Make inferences with more complex texts.</p> <p>Independent reading text Identifies common themes in traditional tales. Sustains silent reading most of the time Makes inferences with more complex texts perhaps with using more than one justification.</p>
--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	embedded and reading is fluent	read different types of punctuation.		e.g. <i>index, bold headings</i>		
Maths	<p>Topic: Number - Place Value Children will revisit, consolidate and extend their knowledge and understanding of numbers to 100:</p> <ul style="list-style-type: none"> Count objects to 100 by making 10s Recognise tens and ones Use a place value chart Flexibly partition numbers to 100 Write numbers to 100 in words Write numbers to 100 in expanded form Count, label and estimate on number lines to 100 Compare and order objects and numbers Count in 2s, 3s, 5s and 10s 	<p>Topic: Measure Children will revisit, consolidate and extend their knowledge and understanding of money:</p> <ul style="list-style-type: none"> Count money in pounds and pence using coins and notes Choose coins and notes to make amounts Match and make amounts that are same using different representations of coins and notes Compare and calculate amounts of money Understand 100p are equal to £1 and using their knowledge of number bonds to 100 to make a pound Find change Solve two-step problems 	<p>Topic: Measure Children will revisit, consolidate and extend their knowledge of fractions:</p> <ul style="list-style-type: none"> Revise parts and wholes Explore equal and unequal parts Recognise and find a half, a quarter, a third and the whole Understand unit fractions and the role of the numerator and denominator Identify non-unit fractions Recognise the equivalence of a half and two quarters Recognise three-quarters Count in fractions up to a whole 			
	<p>Topic: Number – Addition and Subtraction Children will continue to develop their knowledge and understanding of addition and subtraction:</p> <ul style="list-style-type: none"> Revisit and number bonds, fact families and related number facts for number to 20 Explore number bonds to 100 Add and subtract 1s and 10s Addition by making 10, adding 3 1-digit numbers, adding to the next 10 and across a 10 Subtraction from a 10 and across a 10 Subtracting a 1-digit number from a 2-digit number across a 10 Adding and subtracting 2 2-digit numbers within and across a 10 Comparing number sentences Missing number problems <p>Topic: Geometry Children will use manipulatives and visual representations to further develop their knowledge of 2-D and 3-D shapes:</p>	<p>Topic: Number – Multiplication and division Children will continue to develop knowledge and understanding of multiplication and division:</p> <ul style="list-style-type: none"> Recognise, make and add equal groups Be introduced to the multiplication symbol and multiplication sentences Use arrays Divide by making equal groups (grouping and sharing) Explore the 2, 5 and 10 times table and divide by 2, 5 and 10 Double and halve numbers Identify odd and even numbers Explore relationships between the 5 and 10 times tables <p>Topic: Measure Children will use standard units of measure to explore length, height, mass, capacity and temperature:</p> <ul style="list-style-type: none"> Measure in centimetres and metres Measure in grams and kilograms Measure in millilitres and litres 	<p>Topic: Measure Children will revisit, consolidate and extend their knowledge of time:</p> <ul style="list-style-type: none"> Revise o'clock and half past Introduced to quarter to and quarter past Tell the time to and past the hour to 5 minutes Understand and apply the knowledge of how many minutes are in an hour and how many hours are in a day <p>Topic: Statistics Children will be introduced to different ways data can be collected and represented:</p> <ul style="list-style-type: none"> Make tally charts Explore tables and block diagrams Draw and interpret pictograms with 1-1, 2, 5 and 10 representations <p>Topic: Geometry Children will continue to develop knowledge and understanding of position and direction:</p> <ul style="list-style-type: none"> Revise and consolidate the language of position and direction from Year 1 			

	<ul style="list-style-type: none"> Recap 2-D and 3-D shapes from Year 1 Extend learning to new 2-D shapes (eg: pentagon, hexagon, octagon) Recognise non-standard representations of 2-D and 3-D shapes Count sides and vertices on 2-D shapes Accurately draw 2-D shapes using dotted or squared paper and a ruler Explore lines of symmetry Sort 2-D and 3-D shapes using their properties Count the faces, edges and vertices on 3-D shapes Use shapes to explore patterns by drawing the pattern, continuing the pattern and creating symmetrical patterns 	<ul style="list-style-type: none"> Compare and order lengths, heights, mass, volume and capacity Use the four operations with lengths, heights, mass, volume and capacity Explore temperature in degree Celsius to read scales to 100 on thermometers, making links to number lines 	<ul style="list-style-type: none"> Use this language to describe movement and turns Explore shape patterns with turns
Science	<p>Biology: Animals need for survival Children will build on their learning on animals from Year 1 by revisiting mammals, birds, fish, amphibians and reptiles and exploring what each group needs in order to survive. They will compare the similarities and differences between the groups. They will explore humans' basic needs for survival and consider the similarities and differences between humans and different animal groups.</p> <p>Biology: Humans Children will spend time looking at how to keep healthy. They will carry out investigations related to exercise and heart rate, considering how exercise improves both physical and mental health. Children will name, sort and classify different foods and identify foods that contribute to an unhealthy diet if eaten too often. Children will explore personal hygiene and use simple, practical tasks to understand the idea of germs, including how they are spread. They will learn about how to maintain good oral hygiene and the reasons why this is important.</p> <p>Chemistry: Materials</p>	<p>Biology: Plants (light or dark) Children will explore a wide range of plants, making close observations, sorting and grouping them using different criteria. They will recap their learning from Year 1 by naming the parts of flowering plants and trees and identifying similarities and differences between them. Children will explore the conditions plants need to grow, focusing on water and light. Children will plan a comparative test to explore whether plants grow healthier in light or darkness. During this investigation, children will make regular observations of the plants' growth to make comparisons.</p> <p>Biology: Living things and their habitats Children will be introduced to the concept of a habitat, understanding that both plants and animals have a habitat. They will name some familiar habitats in their local area before exploring polar, desert, ocean and woodland habitats in more detail. They will also explore microhabitats. Children will consider how the habitats different animals live in affect their diets. They will build on this understanding by exploring simple food chains, showing how energy is passed from one plant/animal to another animal. Children will</p>	<p>Biology: Plants (bulbs and seeds) Children will build on their knowledge of plants by looking at the differences between bulbs and seeds. They will make accurate observations of common bulbs and look at seeds both inside and outside fruits. They will sort and group the bulbs and seeds in different ways. Children will apply their knowledge of temperature from Maths to look at temperature as a condition for plant growth. They will carry out an enquiry to explore how bulbs and seeds change over time by growing bulbs and seeds under different temperature conditions. Children will make predictions and observations. They will use their knowledge of plants to provide a conclusion and explanation for their findings.</p> <p>Biology: Growing up Children will explore the processes of growth in animals. They will be introduced to the term "offspring" and the specific names for a range of animals' offspring (including humans). Children will look at life cycles and explore the stages in the life cycle of a human as well as other mammals. They will children develop their understanding of life cycles further by exploring the simple life cycle of a frog and butterfly. They</p>

	<p>Children will identify objects that are made from natural, humanmade and recyclable materials. They will explore how they can sort and group the same materials in more than one way. They will look at the materials wood, paper and cardboard in greater detail and perform simple tests to learn more about their structure and properties. Children will learn to differentiation between rocks and brick. They will explore the use of glass and plastic in everyday life and simple tests to identify similarities and differences. They will explore a range of metallic objects and perform simple tests to understand the properties of metals and that different types of metal that are suitable for different uses. Children will identify and name a range of natural and man-made fabrics and understand that they all have different properties and uses. They will explore how objects can be made from different materials depending on their usage, exploring why a material is suitable for a particular purpose. Children will carry out simple tests to discover whether they can change the shape of a solid material and use simple tables to record data from their investigations.</p> <p>Sustainability: Plastic Children will be encouraged to think sustainably by considering how plastics can be both helpful and harmful. Children will work scientifically and practically to think of ways to reuse and recycle plastic items, rather than send them to landfill.</p>		<p>discuss how different living things rely on each other to survive and will begin to consider what would happen if one part of a food chain were removed. They will explore and compare the differences between things that are living, things that are dead and things that have never been alive, understanding the important distinction between something that is dead and something that has never been alive, for example a dead plant and a stone.</p>	<p>will use their learning to determine if there is a pattern between the life cycles of different animals, spotting patterns, similarities and differences.</p> <p>Sustainability: Wildlife Children will explore how wildlife is beneficial for humans, learning that humans, other animals and plants can all depend on each other for survival. Children will explore the local area to identify any wildlife and consider ways they can support the local ecosystem within the school environment.</p>		
Computing	<p>Internet safety Children will expand on last year's learning. learn how to use technology safely and respectfully. They will learn about what information is personal and what not to share online. They will learn how to produce an</p>	<p>Data and information- pictograms This unit introduces the learners to the term 'data'. Learners will begin to understand what data means and how this can be collected in the form of a tally chart.</p>	<p>Programming A- robot algorithms This unit develops learners' understanding of instructions in sequences and the use of logical reasoning to predict outcomes. Learners will use given commands in different orders to investigate</p>	<p>Programming B- performing quizzes This unit initially recaps on learning from the Year 1 Scratch Junior unit 'Programming B - Programming animations'. Learners begin to understand that sequences of commands have an</p>	<p>Computing systems and networks- IT around us How is information technology (IT) being used for good in our lives? With an initial focus on IT in the home, learners explore how IT benefits society in places such as shops,</p>	<p>Creating media- digital photography Learners will learn to recognise that different devices can be used to capture photographs and will gain experience capturing, editing, and improving photos. Finally, they will use</p>

	effective password and where to go to if they need help.	They will learn the term 'attribute' and use this to help them organise data. They will then progress onto presenting data in the form of pictograms and finally block diagrams. Learners will use the data presented to answer questions	how the order affects the outcome. They will also learn about design in programming. They will develop artwork and test it for use in a program. They will design algorithms and then test those algorithms as programs and debug them	outcome and make predictions based on their learning. They use and modify designs to create their own quiz questions in ScratchJr and realise these designs in ScratchJr using blocks of code. Finally, learners evaluate their work and make improvements to their programming projects.	libraries, and hospitals. Whilst discussing the responsible use of technology, and how to make smart choices when using it.	this knowledge to recognise that images they see may not be real.
History	Famous People Children will learn about significant individuals in the past (Queen Victoria, Mary Seacole, Florence Nitinghale, Rosa Parks, Emily Davison, Emmeline Pankhurst, and Greta Thurnberg). that have contributed to national and international achievements. Children will compare aspects of life in time periods.		Castles Children will learn about the history of castles and how they have changed over time. Children will learn about different aspects of life in the castle. They will also learn about William the Conqueror and Warwick Castle.	Transport Children will learn about how transport has evolved and how it may develop in the future. Children will learn about famous inventors such as Wright Brothers.		
Geography		UK To identify human features of a city and to identify the physical features and landmarks of London using aerial photographs. Devise a simple map of London and its landmarks and compare London to Sydney and Wolverton.			Comparison of a non-European country and a small area of the UK. To locate and research into Wolverton and Kiama, New South Wales. To look and compare the physical and human features of Wolverton and Kiama.	Field work and Seasons Explain how seasons affect my school day. Investigate why Wyvern was built in this location. Measure the site of Wyvern school. Use weather recording equipment to investigate the site. To create a map of Wyvern site and to

						present the fieldwork findings.
RE		<p><u>Believing</u> To be able to discuss own beliefs. To understand the importance of the Torah to Jews. To understand the story of the life of Moses. To explain the significance of the ten commandments and understand symbols related to Christmas.</p>		<p><u>Belonging</u> To understand the Shabbat and to understand the story of the ten plagues including how Passover is celebrated by the Jews. Know the important religious symbols for Jews. (Star of David and the Menorah). To look at Hanukkah and a Bar and Bat Mitzvah.</p>		<p><u>Behaving</u> Understand what makes a special place. Understand the layout of a Synagogue and Jewish prayer. Know the story of Noah and David and Goliath.</p>
PSHE	<p><u>Mental Health</u> Know the importance of physical activity and diet for a healthy lifestyle. Develop children's understanding of emotions. <u>Growth Mindset</u> Mindfulness and putting in effort to achieve our goals.</p>		<p><u>Communities</u> Understand their role in communities and recognise similarities and differences between people. Understand the meaning of cooperation And the difference between right and wrong and what the consequences. Learn to take responsibility for our own actions.</p>		<p><u>Healthy Living</u> Learn about the physical changes in our body as we grow. To identify and respect the differences between girls and boys. To look at the importance of dental hygiene, physical activity, medicine safety and how to look after money.</p>	
Art	<p><u>Explore and draw</u> In this pathway children are introduced to the idea that artists can be collectors: they go out into the world, look at things in new ways, and</p>			<p><u>Abstract Arts</u> In this pathway they will be learning about the artists, Marela Zacarías and Charlie French. They will be learning about expressive art</p>		<p><u>Stick transformation.</u> In this pathway the children will be taking part in a stick transformation project where they will be making stick dolls and</p>

	bring things back to the studio to inspire their art. Children explore observational drawing and experimental mark making and think about how they can use composition to create their artwork.			and creating abstract pieces. They will use their sketch books to practise using colour and different brush marks, inspired by other artists.		looking at worry dolls. We will look at how artists use their creativity to look at the world in new ways and use their hands to transform materials into new things. We also will be learning how we can use our imagination to help shape the world.
Design Technology		<u>Roald Dahl chocolate</u> Children will test and evaluate existing food products. They will make their own chocolate bar and packaging. Children will design, produce, and evaluate their own chocolate bar inspired by Charlie and the Chocolate Factory.	<u>Castles</u> Children look at different castle designs and use these to create their own drawbridge. They will need to design, produce, and evaluate the mechanisms and materials used in their castle.		<u>Puppets</u> Children will design, produce, and evaluate their own puppet. They will need to be able to join the fabric by sewing.	
Music	<u>Heroes</u> Children will be exploring sounds and beat in music and composing a piece of superhero music.	<u>Roald Dahl</u> Children will develop a wider appreciation for music and musical styles.	<u>Castles</u> Children will explore rhythm in a variety of musical genres.	<u>Travel and adventure</u> Children will explore pitch and sound in songs from around the world.	<u>Seaside</u> Children will explore pitch and sound. Compose music to support a story.	<u>Nature Detectives</u> To use a variety of songs such as The Lion Sleeps tonight to learn how to use tuned percussion instrument.
Enrichment	<u>Science and Maths day</u> We will be spending a whole day dedicated to fun and engaging activities.		<u>Warwick Castle</u> Children will learn about the features of a castle and the famous Kings and Queens that lived there.	<u>Career Visitors</u> A couple of visitors will be visiting Wyvern to describe to the children what they do as part of their professions. <u>World Book Day</u>		<u>Climbing Centre</u> Children are rewarded for their hard work with a fun morning at the climbing centre. <u>Sports Day</u> <u>Leavers assesembly</u>