

2023-24

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Topic Focus	Journeys and Transport	People who Help us	Traditional Stories	Space	Animals	Changes
Role Play Opportunities	Mechanics Car Wash	Dentist/Hospital	The Enormous Watermelon	Rocket	Under the Sea	Butterfly House
Visits and Visitors	Shuttleworth Exhibition St Martin's Church	People who help us visitors Theatre Trip 'Peter Pan'	Drama Workshop	Pop up Planetarium	Aquarium	Easthall Farm

Our Curriculum has been designed as follows:

Communication and Language

	Autumn	Spring	Summer	Early Learning Goal
Listening, Attention and Understanding   	Understand how to listen carefully Understand why listening is important Able to follow directions Engage in story times, joining in with repeated phrases and actions Begin to understand how and why questions Respond to instructions with more than one step	Ask questions to find out more Begin to understand humour Understand a range of complex sentence structures Retell a story Follow a story without pictures or props	Understand questions such as who, what, where, when, why and how Have conversations with adults and peers with back and forth exchanges	Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions Make comments about what they have heard and ask questions to clarify their understanding Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

	Autumn	Spring	Summer	Early Learning Goal
Speaking   	Talk in front of a small group Answer questions in front of whole class Learn and use new vocabulary throughout the day Talk to class teacher and LSAs	Develop the confidence to talk to other adults they see on a daily basis Talk in sentences using conjunctions e.g. and, because Share their work to the class- standing up at the front Use new vocabulary in different contexts Engage in non-fiction books	Use talk to organise, sequence and clarify thinking, ideas, feelings and events Talk to different adults around the school Talk about why things happen Talk in sentences using a range of tenses	Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Personal, Social and Emotional Development

	Autumn	Spring	Summer	Early Learning Goal
Self Regulation  	Recognise different emotions Understand how people show emotions Focus during short whole class activities Follow onestep instructions Talk about how they are feeling Begin to consider the feelings of others Adapt behaviour to a range of situations	focus during longer whole class lessons Follow twostep instructions Identify and moderate their own feelings socially and emotionally Consider the feelings and needs of others	Control their emotions using a range of techniques Set a target and reflect on progress throughout Maintain focus during extended whole class teaching Follow instructions of three steps or more	Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

	Autumn	Spring	Summer	Early Learning Goal
Managing Self  	Wash hands independently Put coat and socks on independently Explore different areas within the Year R environment Use toilet independently Develop class rules and understand the need to have rules Have confidence to try new activities	Begin to show resilience and perseverance in the face of challenge Practise doing up a zipper Practise doing buttons Practise doing up buckles	Identify and name healthy foods Manage own basic needs independently	Be confident to try new activities and show independence, resilience and perseverance in the face of challenge Explain the reasons for rules, know right from wrong and try to behave accordingly Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

	Autumn	Spring	Summer	Early Learning Goal
Building Relationships   	Seek support of adults when needed Gain confidence to speak to peers and adults Play with children who are playing with the same activity Begin to develop friendships Have positive relationships with all Year R staff	Begin to work as a group with support Use taught strategies to support turn taking Listen to the ideas of other children and agree on a solution and compromise	Work as a group Begin to develop relationships with other adults around the school	Work and play cooperatively and take turns with others Form positive attachments to adults and friendships with peers Show sensitivity to their own and to others' needs.

Physical Development

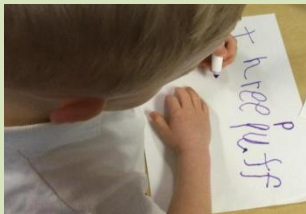
	Autumn	Spring	Summer	Early Learning Goal
Gross Motor Skills   	Move safely in a space Stop safely Develop control when using equipment Follow a path and take turns Work cooperatively with a partner Balance Run, stop and change direction Jump Hop Explore different ways to travel using equipment	Roll and track a ball and develop accuracy when throwing to a target Throw and catch with a partner Dribble a ball using feet and kick a ball to a target create short sequences using shapes, balances and travelling actions Balance and safely use apparatus and jump and land safely from a height Develop rocking and rolling Explore travelling around, over and through apparatus	Use counting to help to stay in time with the music when copying and creating actions Move safely with confidence and imagination, communicating ideas through movement Move with control and coordination, expressing ideas Develop accuracy when throwing and practise keeping score Follow instructions and move safely when playing tagging games Learn to play against an opponent and play by the rules	Negotiate space and obstacles safely, with consideration for themselves and others Demonstrate strength, balance and coordination when playing Move energetically, such as running, jumping, dancing, hopping, skipping and climbing

	Autumn	Spring	Summer	Early Learning Goal
Fine Motor skills   	Mark make using different shapes Begin to use a tripod grip when using mark making tools Use tweezers to transfer objects Thread large beads Hold scissors correctly and make snips in paper Accurately draw lines, circles and shapes to draw pictures Hold scissors correctly and cut along a straight and zigzagged lines	Hold scissors correctly and cut along a curved line Thread small beads Use small pegs Write letters using the correct letter formation and control the size of letters Use a tripod grip when using mark making tools	Hold scissors correctly and cut out small shapes Copy letters using a lead in and lead out Paint using thinner paintbrushes Use a saw Hold scissors correctly and cut various materials Create drawings with details Copy letters using a lead in and lead out Independently use a knife, fork and spoon to eat a range of meals	Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases Use a range of small tools, including scissors, paint brushes and cutlery Begin to show accuracy and care when drawing

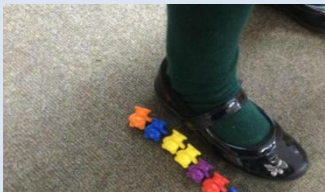
Literacy

	Autumn	Spring	Summer	Early Learning Goal
Comprehension  	Use pictures to tell stories Sequence familiar stories Independently look at book, holding them the correct way and turning pages Engage in story times, joining in with repeated phrases and actions Begin to answer questions about the stories read to them Enjoy an increasing range of books including fiction, non-fiction, poems and rhymes	Act out stories Begin to predict what may happen in the story Suggest how a story might end Retell a story Follow a story without pictures or props Talk about the characters in the books they are reading	Begin to answer questions about what they have read Use vocabulary that is influenced by their experiences of books	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary Anticipate – where appropriate – key events in stories Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play

	Autumn	Spring	Summer	Early Learning Goal
Word Reading (Little Wandle) 	<u>Autumn 1</u> Phase 2 Graphemes s a t p i n m d g o c k c k e u r h b f l <u>Autumn 2</u> Phase 2 Graphemes Week 1 ff ll ss j put* pull* full* as Week 2 v w x y and has his her Week 3 z zz qu words with s /s/ added at the end (hats sits) ch go no to into Week 4 sh th ng nk she push* he of Week 5 words with s /s/ added at the end (hats sits) words ending s /z/ (his) and with s /z/ added at the end (bags) we me be	<u>Spring 1</u> Phase 3 Graphemes Week 1 ai ee igh oa Week 2 oo oo ar or was you they Week 3 ur ow oi ear my by all Week 4 air er words with double letters: dd mm tt bb rr gg pp ff are sure pure Week 5 longer words <u>Spring 2</u> Week 1 review Phase 3: ai ee igh oa oo ar or ur oo ow oi ear Week 2 review Phase 3: er air words with double letters longer words Week 3 words with two or more digraphs Week 4 longer words words ending in -ing compound words Week 5 longer words words with s in the middle /z/ s words ending -s words with -es at end /z/	<u>Summer 1</u> Phase 4 Week 1 short vowels CVCC said so have like Week 2 short vowels CVCC CCVC some come love do Week 3 short vowels CCVCC CCCVC CCCVCC longer words were here little says Week 4 longer words compound words there when what one Week 5 root words ending in: -ing, -ed /t/, -ed /id/ /ed/ -est out today <u>Summer 2</u> Phase 4 Week 1 long vowel sounds CVCC CCVC Week 2 long vowel sounds CCVC CCCVC CCV CCVCC Week 3 Phase 4 words ending -s /s/ Phase 4 words ending -s /z/ Phase 4 words ending -es longer words Week 4 root word ending in: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/ Week 5 root word ending in: -er, -est longer words	Say a sound for each letter in the alphabet and at least 10 digraphs Read words consistent with their phonic knowledge by sound-blending Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

	Autumn	Spring	Summer	Early Learning Goal
Writing   	Copy their name Give meanings to the marks they make Copy taught letters Write initial sounds Begin to write CVC words using taught sounds Write their name Use the correct letter formation of taught letters Write words and labels using taught sounds Begin to write captions using taught sounds	Form lower case letters correctly Begin to write sentences using finger spaces Understand that sentences start with a capital letter and end with a full stop Spell words using taught sounds Spell some taught tricky words correctly Begin to form capital letters Write sentences using finger spaces and full stops	Begin to write longer words which are spelt phonetically Begin to use capital letters at the start of a sentence Use finger spaces and full stops when writing a sentence Spell some taught tricky words correctly Begin to read their work back	Write recognisable letters, most of which are correctly formed Spell words by identifying sounds in them and representing the sounds with a letter or letters Write simple phrases and sentences that can be read by others.

Maths

	Autumn	Spring	Summer	Early Learning Goal
Number   	Recognise numbers 1-3 Begin to subitise to 3 Find one more of numbers to 3 Find one less of numbers to 3 Explore the composition of 2 and 3 Recognise numbers 1-5 Begin to subitise to 5 Find one more of numbers to 5 Find one less of numbers to 5 Explore the composition of 4 and 5	Recognise numbers 0-8 Subitise to 5 Find one more of numbers to 8 Find one less of numbers to 8 Explore the composition of 6, 7 and 8 Match the number to quantity Recognise numbers 0-10 Explore the composition of 9 and 10 Practise number bonds to 10 Know addition facts to make 5 Find one more of numbers to 10 Find one less of numbers to 10 Estimate a number of objects	Recognise numbers to 20 Revise number bonds to 5 Explore how to make numbers above ten using tens and ones Match the number to quantity Solve simple number problems Recap the composition of each number to 10 Know addition and subtraction facts to 10 Know doubling facts	Have a deep understanding of number to 10, including the composition of each number Subitise (recognise quantities without counting) up to 5 Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

	Autumn	Spring	Summer	Early Learning Goal
Numerical Patterns   	Say which group has more Say which group has less Compare quantities to 3 Count to 5 Compare quantities to 5 Compare equal and unequal groups Count to 10	Count to 15 Count objects to 10 Compare quantities to 8 Begin to understand the different between odd and even numbers up to 8 Combine two groups of objects Count to 20 Compare quantities to 10 Explore odd and even numbers Order numbers to 10 Count back from 10 Combine two groups of objects Take away objects and count how many are left Find the missing number	Count to 25 Add numbers Subtract numbers Order numbers to 20 Order numbers e.g. 13, 15, 19 Count to 30 and beginning to count higher (100) Know that 1, 3, 5, 7 and 9 are odd Know that 2, 4, 6, 8, 10 are even Double numbers up to 10 Find half of numbers up to 10 Share quantities equally Combine groups of 2s, 5s and 10s	Verbally count beyond 20, recognising the pattern of the counting system Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Understanding the World

	Autumn	Spring	Summer	Early Learning Goal
The Natural World   	<u>Concepts</u> My senses Seasonal Changes Materials <u>Ideas</u> Name and use our five senses Seasonal Changes in Autumn and changes from Autumn to Winter Name some common materials and notice some similarities and differences <u>Skills</u> Ask questions about the natural environment Know about and recognise the signs of Autumn Name and classify a range of materials Developing vocabulary	<u>Concepts</u> Plants and trees Seasonal Changes <u>Ideas</u> Label main parts of plants and trees Plant a sunflower seed and observe its growth and talk about its life cycle Seasonal Changes from Winter to Spring <u>Skills</u> Know how to care for growing plants Observe growth of seeds and talk about change Learn about life cycles of plants	<u>Concepts</u> Animals and where they live Seasonal Changes <u>Ideas</u> Name some common animals and find out where they live Observe changes in the season including visits to the pond and local wood <u>Skills</u> Name and classify a range of animals Learn about life cycles of animals Know some important processes and changes in the natural world	Explore the natural world around them, making observations and drawing pictures of animals and plants Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter

	Autumn	Spring	Summer	Early Learning Goal
Past and Present  	<u>Concepts</u> My Family Now and Then Christmas traditions now and then <u>Ideas</u> Know who is in my family Learn about transport and use language of <i>then and now</i> Listen and act out the Nativity story <u>Skills</u> Know about figures from the past Know some similarities between past and present	<u>Concepts</u> Stories from the past Old and new houses <u>Ideas</u> Compare the differences between houses from the past and now Compare houses and identify street furniture in Preston Village <u>Skills</u> Know some similarities and differences between things in the past and now	<u>Concepts</u> Famous people from the past local to the area <u>Ideas</u> Who was the Queen Mother? <u>Skills</u> Talk about the lives of people around us	Talk about the lives of the people around them and their roles in society Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class Understand the past through settings, characters and events encountered in books read in class and storytelling.

	Autumn	Spring	Summer	Early Learning Goal
People, Cultures and Communities  	<u>Concepts</u> My family and where I live in the world Nature School <u>Ideas</u> Talk about our family and what they do Share fiction and non-fiction books about people and where they work and live Introduce Nature School to find out more about the world around us <u>Skills</u> Know there are many different countries in the world Know that people in other countries speak different languages	<u>Concepts</u> Weather Environment <u>Ideas</u> Observe the weather and find out how it links to seasonal change Find ways to look after our immediate and wider environment <u>Skills</u> know about and recognise signs of Spring	<u>Concepts</u> Places far and near Geographical features local: roads, simple features (aerial) <u>Ideas</u> Identify some popular landmarks in Preston and Hitchin Draw simple maps <u>Skills</u> Know that simple symbols are used to identify features on a map	Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

	Autumn	Spring	Summer	Early Learning Goal
People, Cultures and Communities (RE)   	<u>Concepts</u> Identity & Belonging Human Responsibility Beliefs & practices (incarnation) <u>Ideas</u> Talk about clubs we might belong to. How do we know we belong to Preston School? Learn about the Nativity story at Christmas Find out about other religious festivals such as Diwali and Harvest <u>Skills</u> Talk about the Christmas story and how it's celebrated know that people around the world have different religions	<u>Concepts</u> Spring festivals including Easter Symbols & actions (Spring Festivals) Prayer, Worship & Reflection Beliefs & practices (salvation) <u>Ideas</u> How do people show their commitment to a faith through prayer and worship? Talk about how Spring might represent new life and look for signs of Spring around the school grounds <u>Skills</u> Know that Christians celebrate Easter	<u>Concepts</u> Creation Sources of Wisdom Ultimate Questions Justice & Fairness <u>Ideas</u> Listen to some creation stories from different religions Listen and talk about stories from different faiths Know that different religions have special books or texts <u>Skills</u> Understand some similarities and differences between different faiths	Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class

Expressive Arts and Design

	Autumn	Spring	Summer	Early Learning Goal
Creating with Materials    	<u>Concepts</u> Drawing Colour mixing Painting <u>Ideas</u> Opportunities to draw everyday objects, people, animals and experiences Use the primary colours to mix own paint Paint pictures using thin and thick brushes <u>Skills</u> Draw and colour with pencils and crayons Experimenting with mixing colours	<u>Concepts</u> Malleable materials Collage <u>Ideas</u> Use clay to create flowers Create pictures using a variety of collage materials Make moving pictures Create an Easter card <u>Skills</u> Cutting skills Explore different techniques for joining	<u>Concepts</u> Bringing together of techniques learnt <u>Ideas</u> Drawing pictures using thick and thin lines Developing pattern through drawing, printing and painting <u>Skills</u> Explore, use and refine a variety of artistic effects to express ideas and feelings	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function Share their creations, explaining the process they have used Make use of props and materials when role playing characters in narratives and stories

	Autumn	Spring	Summer	Early Learning Goal
Being Imaginative and Expressive  	<u>Concepts</u> Role Play Singing Listening to music <u>Ideas</u> Retelling stories in role play area 'The Journey' Nursery rhymes and action songs Listening and responding to music 'Peter Pan' Christmas carols and nativity performance <u>Skills</u> Learn and perform a range of songs	<u>Concepts</u> Role Play Singing Listening to music <u>Ideas</u> Rockets/into Space Number songs Easter song and performance Listening and responding to music including 'The Planets' <u>Skills</u> Create musical patterns	<u>Concepts</u> Role Play Playing percussion <u>Ideas</u> Farm Shop and Garden Centre Learning songs and performing <u>Skills</u> Create compositions and accompany songs using tuned instruments	Invent, adapt and recount narratives and stories with peers and their teacher Sing a range of well-known nursery rhymes and songs Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.