



# Curriculum Overview Year – F1

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme / Christian Value / Focus Question	Dignity – Respect / Kindness	Community – Generosity / Trust	God is Good – Love / Joy	Hope and Forgiveness – Patience / Peace	Wisdom – Truth / Understanding	Taking Flight – Celebrate Achieve
Reading Spine Focus Text	 	 	 	 	 	 
Fiction	 	 	 	 	 	 
Non Fiction	 		 	 	 	 
Poetry						

BELONG BELIEVE ACHIEVE

*Love one another; as I have loved you, that ye also love one another.*

John 13: 34-35 RESPECT KINDNESS GENEROSITY TRUST PATIENCE PEACE TRUTH UNDERSTANDING LOVE JOY

<b>Core Songs and Rhymes with Makaton</b>	Nursery Rhymes: Sing a Rainbow Incy Wincy Zero Superhero The Wheels on the Bus Harvest Songs The Wise Man Built His House Upon The Rocks	1,2,3,4,5 Once I Caught a Fish Alive Twinkl Twinkle It was On a Starry Night Christmas Songs	Jack and The Beanstalk (Debbie and Friends) I love to rhyme Count to Twenty We're Going On a Bear Hunt	Chick, Chick Chicken Spring Chicken Five Little Speckled Frogs There's a worm at the Bottom of the Garden Hot Cross Buns Humpty Dumpty Little Peter Rabbit	Elephants Have Wrinkles I Love You Alice the Camel You Are My Sunshine	Here is the Beehive The Bees Go Buzzing Listen to Flight of The Bumble Bee by Rimsky Korsakov
<b>Author / Series studies</b>	 Eric Carle – Author study.			 Percy The Park Keeper Stories		
	<b>AUTUMN</b>		<b>SPRING</b>		<b>SUMMER</b>	
<b>PRIME AREA Communication and Language Key Learning Intentions</b>	Enjoy listening to longer stories and can remember much of what happens  Use a wider range of vocabulary  Sing a large repertoire of songs  Know many rhymes, be able to talk about familiar books  Use longer sentences of four to six words		Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"  Be able to tell a long story  Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'		Develop their pronunciation but may have problems saying: multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'  Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions	

**BELONG BELIEVE ACHIEVE**

*Love one another; as I have loved you, that ye also love one another.*

John 13: 34-35 **RESPECT KINDNESS GENEROSITY TRUST PATIENCE PEACE TRUTH UNDERSTANDING LOVE JOY**

<p><b>PRIME AREA</b> Personal, Social and Emotional Key Learning Intentions</p>	<p>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them</p> <p>Develop their sense of responsibility and membership of a community</p> <p>Become more outgoing with unfamiliar people, in the safe context of their setting</p> <p>Play with one or more other children, extending and elaborating play ideas.</p> <p>Increasingly follow rules, understanding why they are important</p>	<p>Show more confidence in new social situations Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</p> <p>Remember rules without needing an adult to remind them</p> <p>Develop appropriate ways of being assertive</p> <p>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'</p>	<p>Talk with others to solve conflicts</p> <p>Understand gradually how others might be feeling</p>
---	--	---	--

**BELONG BELIEVE ACHIEVE**

*Love one another; as I have loved you, that ye also love one another.*

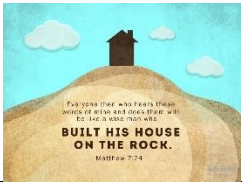
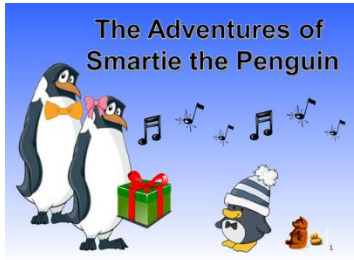
John 13: 34-35 **RESPECT KINDNESS GENEROSITY TRUST PATIENCE PEACE TRUTH UNDERSTANDING LOVE JOY**

<b>PRIME AREA</b> <b>Physical Development</b> <b>Key Learning Intentions</b>	Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills  Go up steps and stairs, or climb up apparatus, using alternate feet  Skip, hop, stand on one leg and hold a pose for a game like musical statues  Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel  Start eating independently and learning how to use a knife and fork.  Show a preference for a dominant hand  Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips		Use large-muscle movements to wave flags and streamers, paint and make marks  Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a bridge  Use one-handed tools and equipment, for example, making snips in paper with scissors  Use a comfortable grip with good control when holding pens and pencils  Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly		Start taking part in some group activities which they make up for themselves, or in teams  Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm  Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks  Make healthy choices about food, drink, activity and toothbrushing  <i>Know that sleep is important and try to have a healthy bedtime</i>  <i>Know that it is important to clean teeth twice a day.</i>  <i>Know that is important to limit times on computers games or television</i>	
	<b>R.E.</b> <b>Values of the week embedded every day.</b> Respect Kindness Generosity Trust Patience Peace Truth Understanding Love Joy	<b>How can we care for living things and the Earth?</b> <b>Understand</b> that Christians believe that God is the creator of the universe <b>Discuss</b> how to look after the world that Christians believe God Made	<b>Who are we and how do we belong?</b>  <b>Know</b> that Christians believe that God came to Earth in human form as Jesus to show that all people are special	<b>What people are special and why?</b>  <b>Listen</b> to stories about the People of God	<b>What times are special and why?</b> <b>Know</b> that Christians believe Jesus came to show God's love and remember Jesus' last week at Easter <b>Recognise</b> that Christians try to show love to others	<b>What places are special and why?</b>  <b>Know</b> that Christians believe that god loves everyone

**BELONG BELIEVE ACHIEVE**

*Love one another; as I have loved you, that ye also love one another.*

John 13: 34-35 **RESPECTKINDNESSGENEROSITYTRUSTPATIENCEPEACETRUTHUNDERSTANDINGLOVEJOY**

Core Stories	Noah's Ark	The Christmas Story Diwali	The Lost Sheep Chinese New Year	The Easter Story	Jesus and the Fishermen	Jonah and the Whale
Songs	The Wise Man Built His House Upon The Rock - with Makaton signing. 					
Core British Values And Classroom Rules  Curriculum progression	<p>Rule of law (Rules/boundaries) Including: <b>Classroom Rules</b> – Use, Choose, Tidy away Kind Hands, Kind Feet, Kind Words</p> <p><b>Know</b> basic rules to follow in the school environment</p> <p><b>Know</b> that we care for animals and the school environment</p> <p><b>Know</b> when and why we need to listen carefully.</p> <p><b>Know</b> how to look at people when talking and listening to them</p> <p><b>Know</b> when and how to use social phrases</p>		<p>Individual liberty (positive self-image) <b>Classroom Rules</b> – Use, Choose, Tidy away Kind Hands, Kind Feet, Kind Words</p> <p><b>Identify</b> their own strengths in and out of school.</p> <p><b>Know</b> who they might got to for help if they feel unsafe or unhappy.</p> <p><b>Link with INTERNET SAFETY DAY</b></p> 		<p>Mutual respect</p> <p><b>Classroom Rules</b> – Use, Choose, Tidy away Kind Hands, Kind Feet, Kind Words</p> <p><b>Describe</b> what a good friend is like</p> <p><b>Talk</b> about why other people are special</p>	

**BELONG BELIEVE ACHIEVE**

*Love one another; as I have loved you, that ye also love one another.*

John 13: 34-35 **RESPECT KINDNESS GENEROSITY TRUST PATIENCE PEACE TRUTH UNDERSTANDING LOVE JOY**

	AUTUMN	SPRING	SUMMER
<b>SPECIFIC AREA</b> Literacy	<p>Know the names of the different parts of a book</p> <p>Know that print has meaning</p> <p>Develop their phonological awareness, so that they can: count or clap syllables in a word</p>	<p>Know that we read English text from left to right and from top to bottom</p> <p>Page sequencing</p> <p>Develop their phonological awareness, so that they can: spot and suggest rhymes</p> <p>Engage in extended conversations about stories, learning new vocabulary</p> <p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy</p>	<p>Know that print can have different purposes</p> <p>Develop their phonological awareness, so that they can: recognise words with the same initial sound, such as money and mother</p> <p>Write some or all of their name.</p> <p>Write some letters accurately</p>
<b>Phonics</b>	<p><b>Phase 1 Phonics all year. Planned weekly. Whole Groups and through provision.</b></p> <p>Phonics Bug Sound Mats in Message Centre.</p> <p>Sound of the week in <b>Sound Box</b> following Phase Two.</p>		
<b>SPECIFIC AREA</b> Numeracy Following White Rose Maths format	<p>WRM Overview:</p> <p><b>Term One :</b></p> <p>Getting to Know You</p> <p>Number songs</p> <p>Sing songs with numbers ascending and descending. Use props, model counting on and back.</p> <p>(Zero Superhero song)</p> <p>Colour and shape baseline assessment</p> <p>Number order</p> <p>Counting everything,</p> <p>Registration, when lining up.</p> <p>Consistency is key</p> <p><b>Term Two:</b></p> <p>Just like me.</p> <p>Match and sort colour/shape</p>	<p>WRM Overview:</p> <p><b>Term Three:</b></p> <p>STORY OF 1,2, 3, 4, 5</p> <p>Value of ----,</p> <p>Match me</p> <p>Represent me</p> <p>Subitise me</p> <p>Identify me</p> <p>Find my quantity</p> <p>What makes me?</p> <p>Identify 5</p> <p>Introduce 5 square, fast recall of quantity, match, find, count, recognise represent</p> <p>More or less quantity</p> <p>One more /less to 5</p>	<p>WRM Overview:</p> <p><b>Term Five:</b></p> <p>Language of space and size, distance, time sequence</p> <p><b>THE STORY OF 6,7,8,9,10</b></p> <p>Value of ____</p> <p>Match me</p> <p>Represent me</p> <p>Subitise me</p> <p>Identify me</p> <p>Find my quantity</p> <p><b>Consolidate</b></p>

BELONG BELIEVE ACHIEVE

*Love one another; as I have loved you, that ye also love one another.*

John 13: 34-35 RESPECT KINDNESS GENEROSITY TRUST PATIENCE PEACE TRUTH UNDERSTANDING LOVE JOY

<p>Compare amounts. Same/different Compare size, mass capacity. Notice and recognise patterns. How many? Counting objects 1-1 Correspondence -5. Correct number order. 2d shapes number of sides, language of shape and size Notice pattern .Cardinality <b>Consolidate</b></p> <p>Develop fast recognition of up to 3 objects, without having to count them individually ('subitising')</p> <p>Recite numbers past 5</p> <p>Show 'finger numbers' up to 5</p> <p>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5</p> <p>Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. Understand position through words alone – for example, "The bag is under the table," – with no pointing</p> <p>Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc.</p>	<p>First, next and then language <b>Term Four:</b> Shape and size Using shapes appropriately, counting sides, corners edges. Shapes in the environment. Pattern, repeating pattern, Language of size, height, length weight</p> <p><b>Consolidate</b></p> <p>Say one number for each item in order: 1,2,3,4,5</p> <p>Solve real world mathematical problems with numbers up to 5</p> <p>Compare quantities using language: 'more than', 'fewer than'</p> <p>Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.</p> <p>Make comparisons between objects relating to size, length</p> <p>Describe a familiar route</p> <p>Extend and create ABAB patterns – stick, leaf, stick, leaf</p> <p>Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</p>	<p>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle')</p> <p>Experiment with their own symbols and marks as well as numeral</p> <p>Combine shapes to make new ones - an arch, a bigger triangle etc.</p> <p>Make comparisons between objects relating to capacity /weight</p> <p>Discuss routes and locations, using words like 'in front of' and 'behind'</p> <p>Notice and correct an error in a repeating pattern</p>
--	--	---

**BELONG BELIEVE ACHIEVE**

*Love one another; as I have loved you, that ye also love one another.*




John 13: 34-35 **RESPECT KINDNESS GENEROSITY TRUST PATIENCE PEACE TRUTH UNDERSTANDING LOVE JOY**

<p><b>Understanding The World Key Learning Intentions</b></p>	<p>Explore collections of materials with similar and/or different properties</p> <p>Can they talk about what floats and sinks?</p> <p>Can they select words to describe materials?</p> <p>Begin to make sense of their own life-story and family's history</p> <p>Explore and talk about different forces they can feel – e.g. magnetic attraction and repulsion</p> <p>Explore how you can shine light through some materials, but not others. Investigate shadows</p> <p>Continue developing positive attitudes about the differences between people</p>	<p>Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal or insect</p> <p>Begin to understand the need to respect and care for the natural environment and all living things</p> <p>Explore and talk about different forces they can feel. E.g. how they can stretch elastic, snap a twig, but can't bend a metal rod?</p> <p>Talk about the differences between materials and changes they notice. eg melting – leave ice cubes out in the sun</p>	<p>Explore collections of materials which are similar and/or different: rocks, shells, pebbles</p> <p>Talk about what they see, using a wide vocabulary</p> <p>Explore and talk about different forces they can feel – how the water pushes up when they try to push a plastic boat under it</p> <p>Talk about the differences between materials and changes they notice</p> <p>Explore how different materials sink and float</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos</p>
---	--	---	---

**BELONG BELIEVE ACHIEVE**

*Love one another; as I have loved you, that ye also love one another.*

*John 13: 34-35* **RESPECT KINDNESS GENEROSITY TRUST PATIENCE PEACE TRUTH UNDERSTANDING LOVE JOY**

<p><b>Expressive Arts and Design</b> Key Learning Intentions</p>	<p>Take part in simple pretend play, using an object to represent something else even though they are not similar</p> <p>Explore different materials freely, in order to develop their ideas about how to use them and what to make</p> <p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details</p> <p>Listen with increased attention to sounds.</p> <p>Remember and sing entire songs</p> <p>Play instruments with increasing control to express their feelings and ideas</p>	<p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</p> <p>Develop their own ideas and then decide which materials to use to express them</p> <p>Use drawing to represent ideas like movement or loud noises</p> <p>Respond to what they have heard, expressing their thoughts and feelings</p> <p>Sing the pitch of a tone sung by another person ('pitch match')</p>	<p>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park</p> <p>Join different materials and explore different textures</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.</p> <p>Explore colour and colour mixing</p> <p>Sing the melodic shape (moving melody, such as up)</p> <p>Create their own songs, or improvise a song around one they know</p>
<p><b>Artist Study</b></p>	<p>Georges Seurat – Pointilism</p>  <p>Know that artists have lots of different styles and use lots of different media.</p>	<p>Andy Goldsworthy – Sculpture/Environmental Art</p>  <p>Communicate how a piece of Art makes them feel.</p>	<p>Monet – Water Lily Painting</p>  <p>Know that anyone can be an artist and that there is no right or wrong way</p> <p>Four elements: Line, Shape &amp; Form, Texture, Pattern</p>

**BELONG BELIEVE ACHIEVE**

*Love one another; as I have loved you, that ye also love one another.*

John 13: 34-35 **RESPECT KINDNESS GENEROSITY TRUST PATIENCE PEACE TRUTH UNDERSTANDING LOVE JOY**

Outdoor Learning Environment Enhancements experiences	Planting and Harvesting crops – Christmas potatoes  Harvesting wild flower seeds  Harvesting fruit and berries from Eco garden  Planting daffodils for wellbeing garden – Mindfulness day	Remembrance Garden Maintenance  Looking for signs of Autumn  Make sure trees, bushes plants are pruned.  Composting area to activate decomposition.	SNOW  Science  Looking for signs of Winter  Garden maintenance  Bird feeders and water for birds.	Planting crops Planting bee bombs  Plant beans  Revisit daffodils.  Caterpillars and butterflies.  Tadpoles, eggs Frogspawn.  Wormery	Wormery  Litter picking  Planting on Allotment	Bees – Revisit bee friendly flowers  Recycling  Looking after our planet
Cultural Capital Experiences	The use of Makaton embedded in setting.  Grandad Wheels visit to school.	Diwali	Chinese New Year celebrations	Tiny Town	African drum and dancing Perform for Parents in Collective Worship Walk to Farm shop	Butterfly House
Sex Education				Life cycles of a Butterfly, frog and chick.	Pantasaurus Video – <b>Know</b> that their bodies belong to them, are incredibly special and should be protected <b>Know</b> and <b>Understand</b> the Pants rule. Identifying what is safe and unsafe touching.	
ENGLISH VOCABULARY	<ul style="list-style-type: none"> <li>• read, rhyme, rhymes, syllables, sounds, listen, word, letters, space, beat</li> <li>• understand, write, writing, name, letter, page, poems, stories, books</li> <li>• conversation, print, meaning, text, beginning, middle, end, characters</li> </ul>					

BELONG BELIEVE ACHIEVE

*Love one another; as I have loved you, that ye also love one another.*

John 13: 34-35 RESPECT KINDNESS GENEROSITY TRUST PATIENCE PEACE TRUTH UNDERSTANDING LOVE JOY

	<ul style="list-style-type: none"> <li>grip, control, hold</li> </ul>
<b>MATHS VOCABULARY</b>	<ul style="list-style-type: none"> <li>more than, fewer than, lots, more, same</li> <li>one, two, three, four, five,</li> <li>numbers</li> <li>finger numbers, high five</li> <li>count, counting</li> <li>subitising</li> <li>amounts</li> <li>five frame</li> <li>fair</li> <li>money</li> <li>fair</li> <li>half, whole</li> <li>now, next, today, night-time, day-time, in a minute</li> <li>big, bigger, small, smaller, heavy, light</li> <li>2D shape names and properties, square, circle, rectangle, triangle, sides, corners, straight, flat, round, pointy, sharp corner, curvy, edge</li> <li>positional language, in front, behind</li> </ul>
<b>RE VOCABULARY</b>	<ul style="list-style-type: none"> <li>celebration, Harvest Festival, Diwali, Birthday, Christmas, Jesus, Easter, special stories</li> <li>feelings (happy, sad, scared, worried)</li> <li>right, wrong, share, kindness</li> </ul>
<b>SCIENCE</b>	<ul style="list-style-type: none"> <li>investigate, look carefully/closely, question, answer</li> <li>animal, insect, ant, spider, snail, baby, mummy, daddy, plant, water, grow</li> <li>push, pull, move</li> <li>paper, wood, glass</li> <li>hard, soft, bendy, smooth, stretchy, float, sink</li> </ul>
<b>ART and DESIGN</b>	<ul style="list-style-type: none"> <li>artist, painting, drawing, sculpture</li> <li>squash, roll, squeeze, tear, cut, snip</li> </ul>

**BELONG BELIEVE ACHIEVE**

*Love one another; as I have loved you, that ye also love one another.*

*John 13: 34-35* **RESPECT KINDNESS GENEROSITY TRUST PATIENCE PEACE TRUTH UNDERSTANDING LOVE JOY**

	<ul style="list-style-type: none"> <li>• thick, thin, line, dot</li> <li>• paint, playdough, clay</li> <li>• paper, cardboard, pencil, pen, scissors, crayon, felt tip, glue</li> <li>• circle, square, rectangle, triangle</li> <li>• red, blue, yellow, black, white</li> <li>• happy, sad, dark, light</li> </ul>
DESIGN and TECHNOLOGY	<ul style="list-style-type: none"> <li>• create, make, making, build</li> <li>• think, talk about, idea, explore</li> <li>• fix, cut</li> <li>• stick, glue,</li> <li>• build, taller, higher, shorter, smaller, stronger</li> </ul>
GEOGRAPHY	<ul style="list-style-type: none"> <li>• world, country, environment, weather, natural world, seasons, grounds, outdoors, beach, park, woods, holiday</li> <li>• investigate, observe, explore, similar, different</li> <li>• weather, windy, blustery, rainy, snowy, icy, stormy, drizzly</li> <li>• Seasons, Spring, Summer, Autumn Winter</li> </ul>
HISTORY	<ul style="list-style-type: none"> <li>• family, mummy, daddy, brother, sister, grandparents, friend</li> <li>• first, after that</li> <li>• remember, past, time, special, change, the same</li> </ul>
MUSIC	<ul style="list-style-type: none"> <li>• pictures, music, objects</li> <li>• song, chant, rhyme, sound, listen</li> <li>• high, low, fast, slow, loud, quiet</li> <li>• hit, shake, scrape, start, stop</li> <li>• claves, tambourine, drum, finger cymbals, piano, triangle, bells</li> <li>• happy, sad, scary</li> <li>•</li> </ul>

BELONG BELIEVE ACHIEVE

*Love one another; as I have loved you, that ye also love one another.*

John 13: 34-35 RESPECT KINDNESS GENEROSITY TRUST PATIENCE PEACE TRUTH UNDERSTANDING LOVE JOY