



Our curriculum is heavily based on the children's interests and is not a linear process. Optimal learning occurs from those opportunities that are of high interest to the children. Individual Tapestry journals evidence a discrete curriculum that differs between each child. This plan seeks to inform of the adult input sessions across the year and may take a different direction dependent on the interests of the children or important events that may be occurring in our community around us.

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Topic Focus | Marvellous Me | Awesome Autumn/ Celebrations | Nocturnal Nights/ Farm to Fork | Healthy Hearts/ Magical Movements | Mad about Minibeasts/ Big Beasts | Fantastic Fairytales |
| Personal, Social and Emotional Development <i>Scheme: Jigsaw</i> | Being Me in My World Understanding my place in the class, school and global community | Celebrating Difference Anti-bullying and diversity | Dreams and Goals Goal setting, aspirations for yourself and the world and working together | Healthy Me Self-esteem, confidence and healthy lifestyle choices | Relationships Understanding friendships, family, other relationships, conflict resolution and communication skills | Growing and Changing Including change in animals, humans and growth |
| Communication & Language | Focused questions during story time (Bloom's Taxonomy): Remember EG: Where did the story take place? Who are the main characters? What does the main character look like? Can you show me the front cover? Makaton signs: Thank you Hello | Focused questions during story time (Bloom's Taxonomy): Understand EG: What is the book about? From whose point of view is the story told? What is happening? What might this mean? Which part do you like best? Why? Makaton signs: Good morning Book Look | Focused questions during story time (Bloom's Taxonomy): Apply EG: Can you think of another story that is similar? Have you had any similar experiences? Which stories have openings like this? Can you think of another author who writes in a similar style? Makaton signs: Mum Dad Home | Focused questions during story time (Bloom's Taxonomy): Analyse EG: How do we know that ... is feeling sad? Why did the author choose these words? Can you explain why...? Makaton signs: Dance Toilet Yes | Focused questions during story time (Bloom's Taxonomy): Evaluate EG: Which text/story is better? Why? Why did the character make that choice? What will happen in the end? Makaton signs: Sorry Sleep Finished | Focused questions during story time (Bloom's Taxonomy): Create EG: If you were the main character, how would you have felt? Can you think of a new ending? NELI Makaton signs: Help Little Big |

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| | <p>Sit down Drink</p> <p>NELI Project (see programme)</p> <p>Vocabulary list: Me/myself Friends/Friendship Teachers Kindness School Differences Playful Learning</p> <p>High quality adult interaction which targets and extends each child's vocabulary</p> | <p>Lunch/eat</p> <p>NELI Project (see programme)</p> <p>Vocabulary List: Hedgehog Squirrel Leaves Autumn Diwali Christmas</p> <p>High quality adult interaction which targets and extends each child's vocabulary</p> | <p>Play</p> <p>NELI Project (see programme)</p> <p>Vocabulary List: Nocturnal Owl Stars Moon Farm/farming Meat Dairy</p> <p>High quality adult interaction which targets and extends each child's vocabulary</p> | <p>No</p> <p>NELI Project (see programme)</p> <p>Vocabulary List: Heartbeat Exercise Healthy Fruit Vegetables Cooking</p> <p>High quality adult interaction which targets and extends each child's vocabulary</p> | <p>Baby</p> <p>NELI Project (see programme)</p> <p>Vocabulary List: Insect Woodlouse Snail Slug Habitat/home Dinosaur</p> <p>High quality adult interaction which targets and extends each child's vocabulary</p> | <p>NELI Project (see programme)</p> <p>Vocabulary List: Story Beginning Middle End Character First, next, then, after</p> <p>High quality adult interaction which targets and extends each child's vocabulary</p> |
| <p>Physical Development (Also see JIGSAW for PD links) <i>Cosmic Kids Yoga Wake and Shake</i> <i>Get Set 4 PE Scheme (New Sept 2022)</i></p> | <p>Travel and fundamental movement Locomotion</p> <p>Self care</p> <p>Five a day</p> <p>Dancing with a partner. Mirror and trust work. Following a leader.</p> | <p>Fundamental movement skills Balance</p> <p>Finer motor skills pencil grip</p> <p>Yoga for stretching and calming</p> <p>Autumn leaves dance exploring actions of twirling, swirling,</p> | <p>Fundamental movement skills Co-ordination and flow</p> <p>Bi-laterality in movement</p> <p>Moon discovery dance exploring slow dynamic</p> | <p>Fundamental movement skills Sequencing and retaining Rhythm</p> <p>Moving to music and responding to dynamic</p> <p>Understand exercise helps keep our mind</p> | <p>Fundamental movement skills Working with others Simple games</p> <p>Moving with confidence on equipment</p> <p>Mini bug ball dance partner work</p> | <p>Athletics and Multi-skills outdoors (balance-ability)</p> <p>Coping with competitive situations</p> <p>Planning our obstacle courses.</p> |

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| | | falling | | and body healthy | | Mapping and physically organising. |
| Fine motor skills activities practised daily through handwriting, funky fingers, construction, threading, dressing and undressing, dough disco, cutting and art & craft activities etc. | | | | | | |
| Literacy <i>Reading- see Phonic Overview for Little Wandle Phonics</i> Half-termly name writing assessment | Elmer Only One You Rainbow Fish Incredible you Name writing Initial sounds CVC blending/writing I, a | Leaf Man The Gruffalo The Very Helpful Hedgehog Stick Man Christmas Story CVC words Captions CVC phrases the to into | Whatever Next! How to Catch a Star Papa please get the moon for me CVC phrases Constructing sentences CVC sentences go no | Supertato Oliver's Vegetables Handa's Surprise Applying special friends to words Sentence writing me she we be he | The Very Hungry Caterpillar Superworm Mad About Minibeasts! Writing 2 or more sentences Finger spaces Full stops you was they my | Goldilocks and the Three Bears Billy Goats Gruff Gingerbread Man Little Red Riding Hood Jack and the Beanstalk Capital letters Narratives her are all |
| Mathematics: There will be many opportunities for maths skills to be revisited throughout the academic year to ensure children have a secure knowledge and understanding of mathematical concepts. | | | | | | |
| Mathematics <i>Scheme: White Rose</i> | Getting to know you Baseline, encouraging maths through play, exploring mathematical resources Just Like Me! Match and sort Compare amounts Compare size, | Its Me! 1, 2, 3! Representing 1, 2, 3 Comparing 1, 2, 3 Composition of 1, 2, 3 Circles and Triangles Positional language Light and Dark Representing numbers to 5 One more, one less Shapes with 4 sides | Alive in 5! Introducing 0 Comparing numbers to 5 Composition of 4 and 5 Comparing mass Comparing capacity Growing 6, 7, 8 Length and Height time | Building 9 & 10 Comparing numbers to 10 Number bonds to 10 3D-shape pattern | To 20 and Beyond Building numbers beyond 10 Counting patterns beyond 10 Spatial Reasoning: Match, rotate, manipulate First Then Now Adding More Taking Away Spatial Reasoning: | Find My Pattern Doubling, Sharing & Grouping Even and Odd Spatial Reasoning: Visualise and Build On The Move Deepening Understanding Patterns and Relationships Spatial Reasoning: |

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| | mass, capacity Exploring pattern | Time | | | Compose and decompose | Mapping |
| NCETM Maths Mastery | Subitising. Counting, cardinality and ordinality. Composition. Subitising. Comparison. | Counting, ordinality and cardinality. Comparison. Composition. | Subitising. Counting, ordinality and cardinality. Composition. Comparison. | Counting, ordinality and cardinality. Comparison. Composition. Subitising. | Cardinality, ordinality and counting. Subitising. Composition. Comparison. | Review and Assess. Subitising on a Rekenrek. Comparison. Counting beyond 20. Patterns within numbers to 10. Automatic recall. Understanding of numbers to 10. |
| Understanding the World (Also see RE section below) | People, Culture and Communities Share information about our families What are the differences between us? People who help us – job roles, special people in our lives Understand change over time in relation to self Seasonal change in the UK | Christmas across cultures Diwali Bonfire night/Halloween Seasonal change in the UK observational science Understand other countries have different climates (polar regions) Understand change in relation to school. Map journeys around | Light and dark - blocking of light to create shadows Introduce science exploration Similarities and differences across the world - space, countries, sun, moon Maps of the sky and the moon Understand scale in simple situation. Small world discussion | Growing plants and plant care: potatoes, cress, beans. Know what is essential for life. Look at differences between Africa and the UK (linked to Handa's Surprise) Origins of foods, local and international. Check misconceptions. Look at globe. | The natural world: Life cycles - butterflies, frogs, chickens Look after butterflies from caterpillar eggs Minibeast hunt, bug hotel Discussing environmental change Seasonal change recapped. | Past and Present Links to RSED within traditional tales e.g. 'The Three Little Pigs' Timeline of school Creating houses using a variety of resources for the Three Little Pigs and evaluating success of each material Exploration of quality of materials |

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| Religious Education | <p>Being special: where do we belong?</p> <p>Recognise religious stories making connections with personal experiences. Share and record occasions that made them feel special. Recall simply what happens when a baby is welcomed into the world.</p> | <p>Why is Christmas Special for Christians?</p> <p>Talk about people who are special to them Say what makes their family and friends special to them Recall simply what happens at a traditional Christian festival Retelling religious stories</p> <p>Exploring Chinese New Year</p> | <p>Why is Easter special for Christians?</p> <p>Recognise and retell stories connected to Easter Say why Easter is special Talk about ideas of new life in nature</p> <p>Recognise symbols used such as eggs, cross and identify new signs of nature</p> | <p>What places are special and why?</p> <p>Talk about somewhere that is special and why Recognise that some religious people have places of special meaning to them Talk about the things that are special in a place of worship Get to know and use appropriate words to talk about their thoughts and feelings when in a church Express a personal response to the natural world</p> | | |
| <p>Expressive Arts & Design</p> <p><i>Throughout the high-quality continuous provision, opportunities will be provided to explore art resources. The introduction of resources will be staggered throughout the year to allow for specific skills teaching.</i></p> | <p>Exploring resources and discrete skills teaching of the following:</p> <p>Scissors, glue sticks, PVA, sellotape, self-serve paint and resources, playdough resources, dressing up, transient art Nursery rhymes and songs</p> <p>Create simple representations of</p> | <p>Creating and designing Stick Man Creating and designing Leaf Man Christmas Cards</p> <p>Christmas performance Nursery rhymes and songs</p> <p>Holding and cleaning brushes</p> <p>Rubbings</p> | <p>Role-play 'Whatever Next!' Making telescopes for PJ party</p> <p>Colour mixing</p> <p>Shadow painting</p> <p>Drawing fluent figure of eight</p> <p>Sketching circles and other shapes -</p> <p>Engage and explore a picture created by an artist (Kadinsky)</p> | <p>Vegetable printing</p> <p>Observational drawings/paintings of natural materials</p> <p>Continuing pattern</p> <p>Recognising and exploring symmetry</p> <p>Hold a variety of drawing tools correctly</p> | <p>Designing fruit kebabs for HC</p> <p>Using pens/pencils with increasing control</p> <p>Recognition of patterning</p> <p>Developing sense of scale</p> <p>Colour mixing for shades and tones</p> <p>Observational drawings - plants</p> | <p>Role-play, performances and helicopter stories linked to traditional tales</p> <p>Building bases for structures</p> <p>Selecting good materials for a purpose</p> <p>Work collaboratively on large scale expressions - transient art</p> |

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| | people and other things. | | | | | Evaluating self and others' work |
| Trips, visits & Visitors | Getting to know school and school grounds - Classroom, field, playgrounds, hall etc. | Hedgehogs visit (Prickles and Paws) | Pajama party | Dairyland Farmer | Growing and releasing butterflies | Library visit |
| School Drivers Evidenced in our daily practice, ethos and adult-led sessions | DRIVER 1 To promote and celebrate <u>diversity</u> within the school culture and beyond. An "all welcome" ethos with strong consideration for exposure to images and role models which expand the pupils experience and challenge stereotypes. | | DRIVER 2 To promote <u>mental health</u> for all with an emphasis on <u>outdoor learning</u> and immersion in natural environment. | | DRIVER 3 To ensure exposure for all to events and learning with high <u>cultural capital</u> , especially for the pupil premium cohort. | |