



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
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

	<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>

		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:

	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

		school					
Religious Education	Being special: where do we belong?		Why is Christmas Special for Christians?		Why is Easter special for Christians?		What places are special and why?
	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.		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 Exploring Chinese New Year		Recognise and retell stories connected to Easter Say why Easter is special Talk about ideas of new life in nature Recognise symbols used such as eggs, cross and identify new signs of nature		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
Expressive Arts & Design	Exploring resources and discrete skills teaching of the following:	Creating and designing Stick Man Creating and designing Leaf Man Christmas Cards	Role-play 'Whatever Next!' Making telescopes for PJ party Colour mixing Shadow painting Drawing fluent figure of eight	Vegetable printing Observational drawings/paintings of natural materials Continuing pattern Recognising and exploring symmetry Hold a variety of drawing tools correctly	Designing fruit kebabs for HC Using pens/pencils with increasing control Recognition of patterning Developing sense of scale Colour mixing for shades and tones Observational drawings - plants	Role-play, performances and helicopter stories linked to traditional tales Building bases for structures Selecting good materials for a purpose Work collaboratively on large scale expressions - transient art	
	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.	Scissors, glue sticks, PVA, sellotape, self-serve paint and resources, playdough resources, dressing up, transient art Nursery rhymes and songs Create simple representations of	Holding and cleaning brushes Rubbings	Engage and explore a picture created by an artist (Kadinsky)			

	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.	