

Curriculum Intent

To uphold the outcomes of the EYFS and KS1 National Curriculum as a minimum entitlement for all of our children

To support the development of a rich, broad vocabulary for all of our children based on real experiences that embed understanding and ignite curiosity across subjects

To use all resources available to value how children learn best both within and outside of the classroom

To nurture learners that respect their own and others' rights; that are mentally, physically and academically confident and capable to continue their next phase of learning

Implementation 2020-21

| Term | Autumn | Spring | Summer |
|--|---|--|--|
| Core Values | Safety, Teamwork, Achievement, Respect, Stimulating | | |
| Whole School Approaches | Child Whispering, Growth Mindset, Learning Circles, Philosophy, Forest School, Intervention, Rights Respecting School, Learning Outside the Classroom school, Talk-Less Teaching, Tapestry | | |
| Topic Titles | Let's Explore | Healthy Me, Healthy You | Spixworth from Space |
| Subject Enquiry Questions | <p>History – What do we mean by the past?</p> <p>Geography – What would you see on a globe?</p> <p>DT – Describe how you made your product.</p> <p>Art – What techniques have you used to make your work?</p> <p>Music – What do you like or dislike about this music?</p> | <p>History – How can the past help us now?</p> <p>Geography – What would I see on a map of the UK?</p> <p>DT – Talk about what makes your design work.</p> <p>Art – Why have you chosen those materials?</p> <p>Music – Explain how music can affect your mood.</p> | <p>History – How do we know about things that happened in the past?</p> <p>Geography – Why do we use maps, plans and aerial photographs?</p> <p>DT – How could you make your product better?</p> <p>Art – What similarities / differences do you notice about this artist's work?</p> <p>Music – How could this piece of music be improved?</p> |
| Topic Enhancements – experiences and vocabulary building | | | |
| Enrichments – experiences and vocabulary building | | | |

| Objectives across all learning | | |
|--------------------------------|--|--|
| Science inc Forest School | <p>asking simple questions and recognising that they can be answered in different ways observing closely, using simple equipment performing simple tests identifying and classifying using their observations and ideas to suggest answers to questions gathering and recording data to help in answering questions</p> <p>Seasonal changes, plants, living things and their habitats:</p> <ul style="list-style-type: none"> ● Identify and name a variety of common wild and garden plants, including deciduous, and ever green trees. ● Identify and describe the basic structure of a variety of common flowering plants, including trees. ● Observe changes across the four seasons. ● Observe and describe weather associated with the seasons and how day length varies. ● explore and compare the differences between things that are living, dead, and things that have never been alive. ● Pupils can identify and name a variety of plants and animals in their habitats, including micro-habitats. ● identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. ● Pupils can describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. | |
| Computing: e-safety | use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. | |
| Cooking | Use the basic principles of a healthy and varied diet to prepare dishes Understand where food comes from Select from and use a wide range of ingredients, according to their characteristics | |
| PSHE/RSE | See PSHE/RSE Curriculum document | |
| RE | Norfolk Agreed Syllabus | |
| | Multicultural awareness/celebration events | |
| | Harvest, Rosh Hashanah, Diwali, Christmas | New Year, Chinese new year, Holi, Easter |
| | | Buddha Day, Eid, Pentecoste |

Communication and Language

Role play and retelling the story of the Bear Hunt and Billy Goats Gruff.

Sharing our own stories.

Listening to others.

Personal, Social and Emotional Development

Talking about themselves and their feelings and comparing these to characters from books.

Use technology safely, effectively use iPads, Chrome books and Beebots

Physical Development

Games linked to explorers, such as Pirate Ships and Under the Sea.

Dough disco.

Name writing.

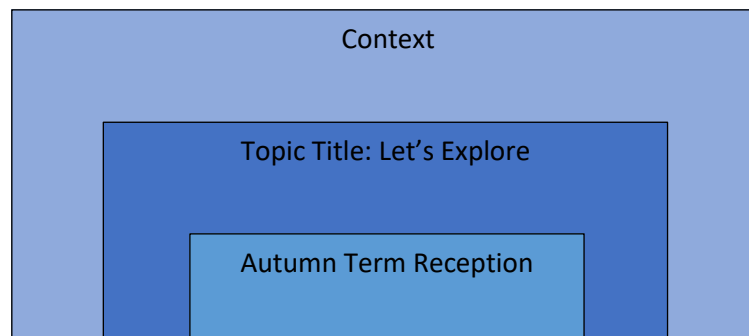
Expressive Arts and Design

Being explorers in our new classroom and environment

Investigating weaving.

Investigating different textures and surfaces.

Making a coat of arms for Christopher Columbus



Literacy

Fiction

The Three Billy Goats Gruff
Pirate Stories

Non-Fiction

Recipes and Instructions
Persuasive language

Poetry

Going on a Bear Hunt recital

Understanding the World

Exploring materials in a range of contexts including making the Billy Goats Gruff's bridge and finding materials on a material hunt retold in the form of a Bear Hunt!

Making observations about our own environment and changes around us.

Mathematical Development

Exploring numicon, cubes, bead strings and counters to support our counting

Use mathematical language to describe the 3 Billy Goats Gruff.

Communication and Language

- Listens to stories with increasing attention and recall. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.
- Focusing attention – still listen or do, but can shift own attention.
- Is able to follow directions and responds to simple instructions
- Beginning to understand ‘why’ and ‘how’ questions
- Builds up vocabulary that reflects the breadth of their experiences.
- Beginning to use more complex sentences to link thoughts and use a range of tenses.

Phonics

Phase 1

- Showing awareness of rhyme and alliteration, distinguishing between different sounds in the environment and phonemes, exploring and experimenting with sounds and words and discriminating speech sounds in words. Beginning to orally blend and segment phonemes.

Phase 2

- Blending and segmenting for spelling simple CVC words.

s, a, t, p, l, n, m, d, g, r, c, k, e, u, o, h, b, f, l

Phase 2 tricky words

l, no, the, to, go, into

Mathematics

- Fast recognition of up to 3 objects, without having to count them individually (‘subitising’).
- Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5. Show ‘finger numbers’ up to 5.
- Experiment with their own symbols and marks as well as numerals.
- Solve real world mathematical problems with numbers up to 5.
- Compare quantities using language: ‘more than’, ‘fewer than’.
- Talk about and explore 2D and 3D shapes
- Understand position through words alone.
- Make comparisons between objects relating to size, length, weight and capacity.
- Talk about and identifies the patterns around them.

Objectives – Maths and English

Topic Title: Let’s Explore

Autumn Term Reception

Literacy

- Develop their phonological awareness.
- Engage in extended conversations about stories, learning new vocabulary.
- Use some of their print and letter knowledge in their early writing.
- Write some or all of their name.
- Write some letters accurately.

Personal, Social and Emotional Development

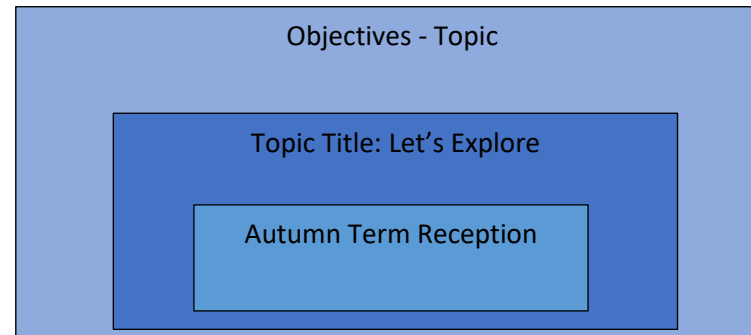
- Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.
- Develop their sense of responsibility and membership of a community.
- Show more confidence in new social situations.
- Play with one or more other children, extending and elaborating play ideas.
- Help to find solutions to conflicts and rivalries.
- Increasingly follow rules, understanding why they are important.
- Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.

Physical Development

- Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.
- Start taking part in some group activities which they make up for themselves, or in teams.
- Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.
- Collaborate with others to manage large items.
- Use one-handed tools and equipment.
- Use a comfortable grip with good control when holding pens and pencils.
- Be increasingly independent in meeting their own care needs.
- Make healthy choices about food, drink, activity and toothbrushing.

Expressive Arts and Design

- Take part in simple pretend play.
- Explore different materials freely, in order to develop their ideas about how to use them and what to make.
- Develop their own ideas and then decide which materials to use to express them.
- Create closed shapes with continuous lines, and begin to use these shapes to represent objects.
- Draw with increasing complexity and detail.
- Respond to what they have heard, expressing their thoughts and feelings.
- Remember and sing entire songs.
- Play instruments with increasing control to express their feelings and ideas.



Understanding the World

- Use all their senses in hands on exploration of natural materials.
- Explore collections of materials with similar and/or different properties.
- Talk about what they see, using a wide vocabulary.
- Begin to make sense of their own life-story and family's history.
- Show interest in different occupations.
- Begin to understand the need to respect and care for the natural environment and all living things.
- Explore and talk about different forces they can feel.
- Talk about the differences between materials and changes they notice.
- Know that there are different countries in the world and talk about the differences they have .

Communication and Language

When chatting around the dinner table or out for a walk encourage children to speak in sentences.

Share Tapestry and talk about what you have done at home and school.

Phonics

Go on a listening walk. Talk about what you can hear.

Make some sound effects to go with your bedtime story.

Practise phase 2 sounds that are sent home in your book bag.

Practise the tricky words, which are on your bookmark.

Mathematics

House number Maths.

- Find and read one and two digit numbers.
- Count from zero up to the door number that you find.
- Count how many windows there are in your house.

Find and name shapes around you.

Knowledge Organiser – Maths and English

Topic Title: Let's Explore

Autumn Term Reception

Literacy

Practise writing your name. Then write a list of the people in your family.

Share a book every day. Remember to spot the sounds and words that you have learnt.

Personal, Social and Emotional Development

Work as a team with your family. For example, setting the table or playing a board game.

Talk about the feelings of the characters in the stories that you read.

Physical Development

Write your name in creative ways. E.g. chalk, water and paintbrushes, play dough, find sticks, straw or bricks and make them into the shape of your name.

Get dressed as quickly as you can and in clothes ready to explore outside areas, you might need to wear wellies and zip up your coat before you start your journey!

Expressive Arts and Design

To go on a texture hunt. What different textures can you feel?

Make a junk model at home.

To talk about songs you like / don't like and give reasons why.



Understanding the World

Find your own house on Google Maps. Can you find anywhere else that you know?

Look at a family photo album and talk about events that have happened.

