

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 Title	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 – 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 – 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>
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

Retelling the story of the Funny Bones programme
Beebots around the Funny bones Town

We will be discussing our favourite fruit and vegetables - share facts that we already know about them.

Sharing our own thoughts, opinions and ideas with others.

Personal, Social and Emotional Development

Beginning to reason feelings and explain why something discussed may make them feel a certain way.

Think about rules for keeping safe online, log on to Purple Mash using personal password

Physical Development

Creating Gymnastics and Dance movements.

Being aware of own body and making links to health

Healthy diets

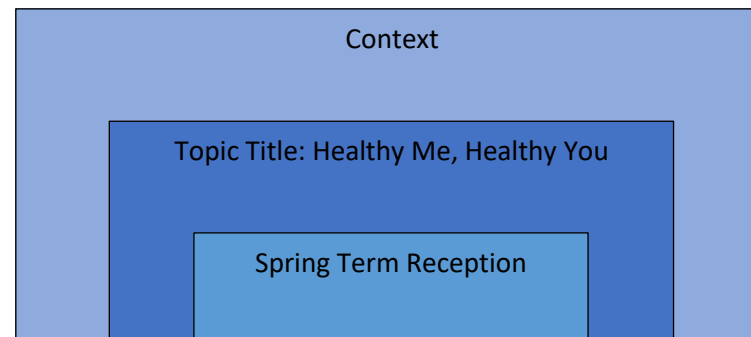
Keeping fit and healthy

Expressive Arts and Design

Looking at PPE (masks, aprons, scrubs) and using this understanding to create PPE for a teddy bear.

Role play – vets/ doctors/ dentist

Creating self-portraits in different styles



Literacy

Fiction

Funnybones

Tadpole's Promise – for character description.

Non-Fiction

Human body non-fiction text

Tadpole's Promise – for life cycle diagrams

Poetry

Senses poems and animal riddles

Understanding the World

Thinking about animals (including humans)

What do animals need to stay healthy?

What do we need to stay healthy?

Mathematical Development

Adding and subtracting fruit and vegetables

Halving and doubling groups of objects

Using money practically and referring to language related to money

Exploring different ways of measure, weight and capacity

Communication and Language

- Understand how to listen carefully and why listening is important.
- Learn new vocabulary, use new vocabulary through the day.
- Ask questions to find out more and to check they understand what has been said to them.
- Articulate their ideas and thoughts in well-formed sentences.
- Connect one idea or action to another using a range of connectives.
- Describe events in some detail.
- Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.
- Listen to and talk about stories to build familiarity and understanding.
- Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.
- Listen carefully and learn rhymes and songs, paying attention to how they sound.
- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

Mathematics

- Count objects, actions and sounds.
- Subitise.
- Link the number symbol (numeral) with its cardinal number value.
- Count beyond ten.
- Compare numbers.
- Understand the 'one more than/one less than' relationship between consecutive numbers
- Explore the composition of numbers to 10.
- Automatically recall number bonds for numbers 0–10.
- Select, rotate and manipulate shapes in order to develop spatial reasoning skills.
- Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.
- Continue, copy and create repeating patterns.
- Compare length, weight and capacity.

Objectives – Maths and English

Topic Title: Healthy Me, Healthy You

Spring Term Reception

Literacy

- Read individual letters by saying the sounds for them. Read some letter groups that each represent one sound and say sounds for them.
- Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.
- Read some letter groups that each represent one sound and say sounds for them.
- Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.
- Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.
- Form lower case and capital letters. Spell words by identifying the sounds and then writing the sound with letter/s.
- Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.

Phonics

Phase 3

- Reading and spelling simple words that can be sounded out using the phonemes taught so far

Phase 3 phonemes

y, z, zz, qu, j, v, w, x
ch, sh, th, ng
ai, ee, igh, oa, oo, ar, or,
ur, ow, oi, ear, air, ure, er

Phase 3 tricky words

you, they, all are, my, her, he, she, we, me,
be, was

Personal, Social and Emotional Development

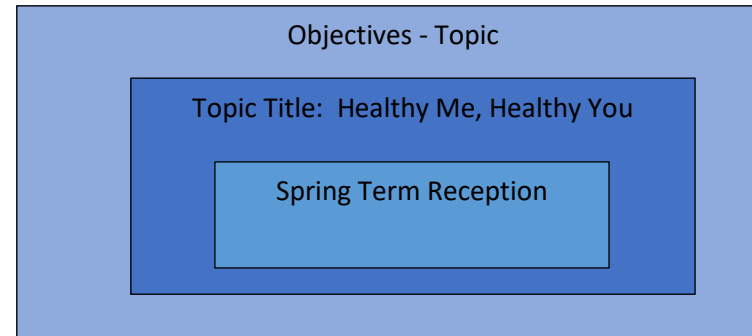
- See themselves as a valuable individual.
- Build constructive and respectful relationships.
- Express their feelings and consider the feelings of others.
- Show resilience and perseverance in the face of challenge.
- Identify and moderate their own feelings socially and emotionally.
- Think about the perspectives of others.
- Manage their own needs.

Physical Development

- Develop their small motor skills so that they can use a range of tools competently, safely and confidently
- Use a comfortable grip with good control when holding pens and pencils.
- 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 and meeting their own care needs.
- Revise and refine the fundamental movement skills they have already acquired.
- Progress towards a more fluent style of moving, with developing control and grace.
- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor
- Further develop and refine a range of ball skills
- Know and talk about the different factors that support their overall health and wellbeing.
- Further develop the skills they need to manage the school day successfully

Expressive Arts and Design

- Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- Create collaboratively, sharing ideas, resources and skills.
- Listen attentively, move to and talk about music, expressing their feelings and responses
- Watch and talk about dance and performance art, expressing their feelings and responses.
- Sing in a group or on their own, increasingly matching the pitch and following the melody.
- Develop storylines in their pretend play.
- Explore and engage in music making and dance, performing solo or in groups.



Understanding the World

- Talk about members of their immediate family and community. Name and describe people who are familiar to them.
- Comment on images of familiar situations in the past.
- Compare and contrast characters from stories, including figures from the past.
- Draw information from a simple map.
- Understand that some places are special to members of their community.
- Recognise that people have different beliefs and celebrate special times in different ways.
- Recognise some similarities and differences between life in this country and life in other countries.
- Explore the natural world around them. Describe what they see, hear and feel whilst outside.
- Recognise some environments that are different to the one in which they live.
- Understand the effect of changing seasons on the natural world around them.

Communication and Language

Communication and Language

Encourage your child to share what they have been doing at school, use tapestry as a talking tool.

Have a look at the enrichment activities they have done, can they explain clearly about their favourite enrichment so far?



Mathematics

Can you measure items around your house using paper clips, pencils, your hands etc

Find different ways of representing numbers inside and outside using twigs, stones, playdough, toys etc

Can you say one more or one less than a group of objects?

Estimate how many yogurt pots of water would be needed to fill a large container and enjoy testing it out!



Knowledge Organiser – Maths and English

Topic Title: Healthy Me, Healthy You

Spring Term Reception

Phonics

Practise writing simple captions such as:

Tools in the shed

Boats on the river

I am in such a rush to get to the shops

Mark and Carl got wet in the train

Practise spelling the phase 3 tricky words (you, they, all are, my, her, he, she, we, me, be, was)

Can you write a simple caption including a phase 3 trick word?

Complete the look, cover, write, check sheets sent home.

Do not forget to look in your phonic folder at the new phonemes we have learnt



Literacy

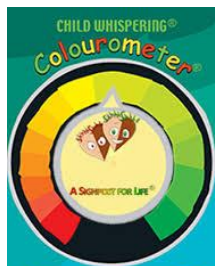


Read your phonic or library reading book and write a review for a friend

Play rhyming games such as slug in a jug or share a rhyming story with an adult- which words rhyme?

Personal, Social and Emotional Development

Why is it important to talk about our feelings? Share with an adult some of the child whispering we have done in school



Physical Development

Practise riding a ride or maybe learn how to ride a bike without stabilisers or use a 2 wheeled scooter

How do we keep healthy? Why is it important? Have a look in your cupboards at the different types of food, can you make a list of foods that are healthy and those that are not so healthy?



Expressive Arts and Design

Can you draw your pet or a pet you would like? Use crayons, paint, wax crayons or pastels. What would your pet need?

Listen to a piece of music. What instruments can you hear?

Practice colouring different pictures staying in the lines

Knowledge Organiser – Topic

Topic Title: Healthy Me, Healthy You

Spring Term Reception

Understanding the World

Create a healthy lunchbox

Look in your cupboards at home, can you sort foods in to healthy and unhealthy groups?

Use an electronic device to capture photos – add them to tapestry for us to share



