

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 2021-22

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, SMILE, Tapestry		
Theme Titles	Fly High <i>When did humans grow wings?</i>	Castles and Dragons <i>Who would live in a castle like this?</i>	Super Me Super you <i>Who are the superheroes of the past?</i>
Enhancements – experiences and vocabulary building	Forest Schools Spanish Well-being	Forest Schools First Aid Makaton	Forest Schools Engineering French
Enrichments – experiences and vocabulary building	Team Building Day	Castle Museum	RNLI visit to school Aspirations Day

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

Asking relevant questions to extend their understanding and knowledge.

Listen and respond to different stories

Participate in role play based on real life experiences

Personal, Social and Emotional Development

Looking at the changes in ourselves, discussing our similarities and differences.

What are your skills and achievements since starting in Reception?

Being kind to our friends

Physical Development

Investigating different ways in which we can move.

Super hero moves – how would you move if you had super powers?

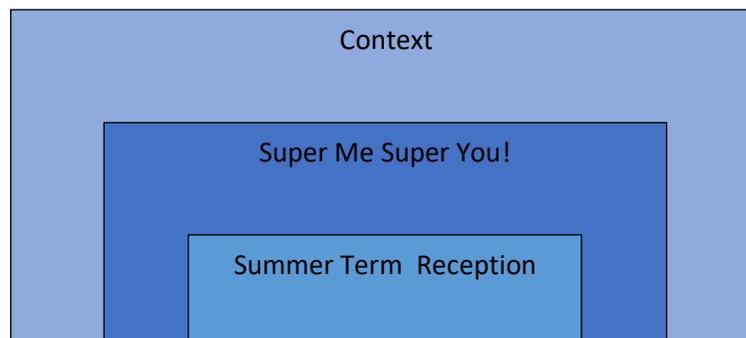
Expressive Arts and Design

Adding instruments to create effect – Row, Row, Row the Boat.

Creating our own portraits using a range of materials

Creating digital artwork

Designing and creating boats



Understanding the World

Looking at continents and oceans through the explorations of sea explorers.

Exploring maps, creating simple maps and using Google Earth!

Mathematical Development

To 20 and beyond:

- building numbers beyond 10

- counting patterns beyond 10

Adding more and taking away

Doubling, sharing and grouping,

Even and odd numbers

Deepening understanding of patterns

Literacy – The Write Stuff

Fiction

Perfectly Norman

Non-Fiction

If sharks disappeared

Communication and language

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.
- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;

Phonics

Phase 4

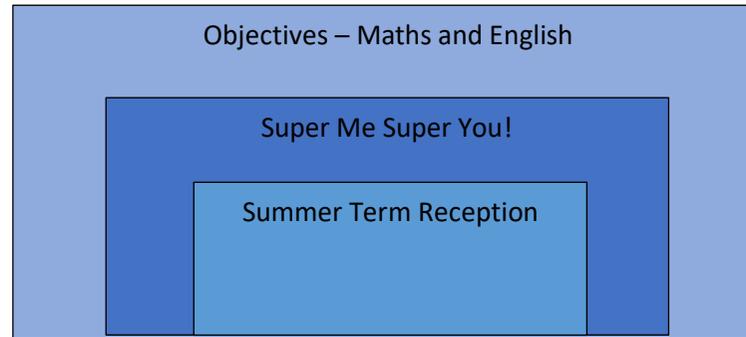
- Segmenting adjacent consonants in words and apply this in spelling.
- Blending adjacent consonants in words and applying this skill when reading unfamiliar texts.

Phase 4 tricky words

said, have, like so, do, some, come, little, one, were, there, what, when, out

Mathematics

- Have a deep understanding of number to 10, including the composition of each number.
- Subitise (recognise quantities without counting) up to 5.
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.
- Verbally count beyond 20, recognising the pattern of the counting system.
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.



Literacy

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate – where appropriate – key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play
- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.

Personal, Social and Emotional Development

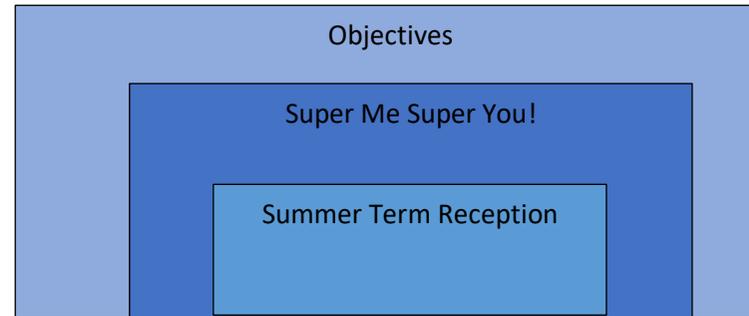
- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.

Physical Development

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paint brushes and cutlery.
- Begin to show accuracy and care when drawing.

Expressive Arts and Design

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters in narratives and stories.
- Invent, adapt and recount narratives and stories with peers and their teacher.
- Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.



Understanding the World

- Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.
- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.
- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Communication and Language

Talk about how the characters are feeling in the stories you are reading at home.

Follow some simple instructions to make a cup of tea, a sandwich or some playdough.

Encourage your child to ask questions about what they see around them to build up their vocabulary.

Who, why, what, where, when, how?



Phonics

Practice reading and spotting the tricky words on your bookmark and in your phonic books.

Practise the mnemonics we have been learning for spellings which will be shared on tapestry.

Continue completing the look, cover, write check sheets sent home.

Practise letter formation for the letters you find tricky!



Mathematics

Create your own set of number cards to 20 - can you order them correctly?

Can you pick a number – double it – can you represent it using different objects?

Can you group different objects into pairs and count them in steps of two?

Practise writing numbers from 0-9 using 'communication 4 all' ditties.

<http://www.communication4all.co.uk/Numeracy/Number%20Formation%20Rhyme%20Cards.pdf>

Home Learning – Maths and English

Super Me Super You!

Summer Term Reception

Literacy

Get your child to help write the shopping list, birthday cards, recipes etc

Encourage your child to have a go at writing their own stories, who is the main character? What is going to happen?



Personal, Social and Emotional Development

Ask someone about what Spixworth was like when they were younger. How is it different to now?

How have you changed since you were a baby? Share some baby photos and clothes etc

Who is your super hero? Find out some information and create a poster

Physical Development

Go to the park and use the play equipment to practise balancing

Invent a game at home which involves a ball

Pretend to be an explorer – can you create an explorer game – how would you travel over/under/ across different obstacles?

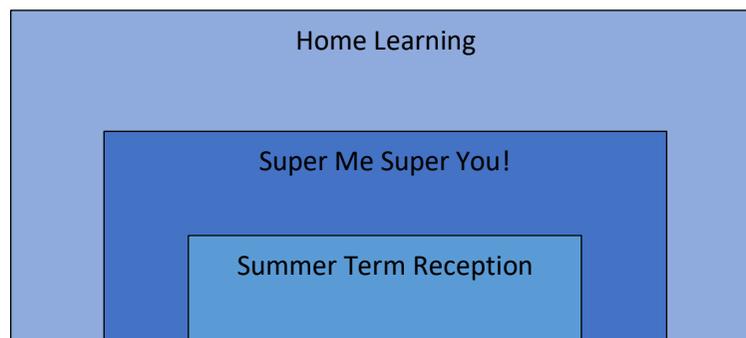
Expressive Arts and Design

Use junk modelling material from around the house to make a boat with a sail.

Does it float? Does the sail catch the wind?



Make a musical instrument.



Understanding the World

Study a small outdoor area near you over a few weeks. Does anything grow? What happens as it grows? Does anything die? Did you have to do anything to help your area to grow?

Look at aerial photographs of Spixworth (or other areas that you know well). What features do you recognise? Can you see different features such as lakes, rivers, woodlands, etc?

Find out something that has changed between your parents/grandparents being the same age as you and now.