








Marsh Hill Primary School

EYFS Curriculum 2024-2025

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Whole School Key value	Humility/Friendship Freedom/ Respect	Courage/Thoughtfulness Generosity / Peace	Responsibility/Determination Love/Kindness	Caring/Tolerance Happiness/Forgiveness	Appreciation/Honesty Understanding/Hope	Unity /Co-operation
Whole School Jigsaw Theme	Being in my world!	Celebrating differences	Dreams and Goals	Healthy Me	Relationships	Changing Me
Main Topic	Ourselves and Others 	Superheroes 	Animals – past and present 		Transport 	Magical World 
Possible ideas, mini themes (These may be changed or adapted depending on cohort and children's interests.)	Starting school/new beginnings Rules and routines All about me, Human body, senses Keeping fit and healthy families, homes Oral Health Feelings and emotions Celebrations Harvest	People who help us – fire, police, army, navy, NHS, RSPCA etc Famous people –Sir Captain Tom Moore Bonfire Night, Remembrance Day Diwali, Hannukah Advent, Christmas Seasonal changes – Autumn/Winter Educational visit –MAC Theatre	Animals, minibests - Life cycles Animals in the past - Dinosaurs – Mary Anning (Lyme Regis) Animals around the world now (Steve Backshall/David Attenborough) Compare Rainforests to Polar Regions Easter Seasonal changes – Winter/Spring World Oral Health Day (March)		History of cars Compare cars then and now Design a rocket Rockets – Tim Peake Compare cars and rockets	Growing and changing Plants and flowers Planting in the garden Seasonal changes – Spring/Summer Jack and the Beanstalk Walk to school Week (transport and healthy lifestyles)

<p>Possible 'Wow' moments and experiences</p> <p>(Not an exhaustive list)</p>	<p>Autumn Walk & Winter Walk around Witton Lakes and Brookvale Park</p> <p>Baby photos</p> <p>Harvest Festival</p> <p>Bread making</p> <p>Bonfire Night – toasted marshmallows</p> <p>Fire service visit</p> <p>Remembrance Day</p> <p>Diwali/Hanukkah</p> <p>Advent/Decorating Day</p> <p>Christmas time/Nativity</p> <p>Children in Need</p> <p>Anti-Bullying Week</p> <p>Curiosity Cube / Investigation Station</p>	<p>Autumn Walk & Winter Walk – school locality or Brookvale Park</p> <p>Baby photos</p> <p>Harvest Festival</p> <p>Bread making</p> <p>Bonfire Night</p> <p>Fire service visit</p> <p>Remembrance Day</p> <p>Diwali/Hanukkah</p> <p>Christmas time/Nativity</p> <p>Children in Need</p> <p>Anti-Bullying Week</p> <p>Curiosity Cube / Investigation Station</p>	<p>Spring Walk around school or Brookvale Park</p> <p>Chinese New Year – noodle tasting</p> <p>PCSO visit</p> <p>World Book Day</p> <p>St George's Day</p> <p>Mothering Sunday</p> <p>Comic Relief/Sport Relief</p> <p>Easter</p> <p>Curiosity Cube / Investigation Station</p>	<p>Summer Walk around Witton Lakes and Brookvale Park</p> <p>Planting sunflower seeds</p> <p>Planting beans in jars</p> <p>Ramadan/Eid-al-Fitr</p> <p>Internet Safety Day</p> <p>Father's Day</p> <p>Curiosity Cube / Investigation Station</p> <p>Going on a 'bus journey' or linked to Naughty Bus</p>	<p>Curiosity Cube / Investigation Station</p> <p>Tasting porridge – a healthy breakfast</p> <p>Graduation</p> <p>Transition to Year 1 – getting used to Year 1's routine</p> <p>Sports Day</p>
<p>Key stories, books and poetry to be used throughout the topics.</p>	<p>Simon Sock</p> <p>The Colour Monster</p> <p>Elmer</p> <p>The Button Box</p> <p>Rosie's Walk</p> <p>Poetry Basket:</p>	<p>Supertato</p> <p>Captain Tom Moore</p> <p>Non-fiction texts about people who help us</p> <p>The Nativity Story</p> <p>Poetry Basket:</p>	<p>Dinosaurs:</p> <p>Gigantasaurus</p> <p>Stomp, Dinosaur Stomp</p> <p>Harry and The Bucketful of Dinosaurs</p> <p>Dinosaur Roar</p> <p>Dinosaur encyclopedias</p> <p>Mary Anning of Lyme Regis</p> <p>Minibeasts:</p> <p>The Very Hungry Caterpillar</p> <p>Compare polar and rainforest:</p> <p>Lost and Found</p> <p>Polar Bear Polar Bear</p> <p>Poetry Basket:</p>	<p>Non-Fiction transport texts</p> <p>Naughty Bus</p> <p>Mr Gumpy's Outing</p> <p>Whatever Next</p> <p>Poetry Basket:</p>	<p>Jack and the Beanstalk</p> <p>Jaspers Beanstalk</p> <p>The Tiny Seed</p> <p>Non-fiction texts about plants</p> <p>Poetry Basket:</p>

<p>Key knowledge and outcomes</p> <p>(including but not limited to)</p>	<p>Ourselves and Others</p> <p>Families come in all shapes and sizes. We are all unique, but other people can have similarities to me. It is good to be different and we must always show kindness and respect towards everyone.</p> <p>Humans need food, water, oxygen and shelter to survive. It is important to stay healthy by eating a balanced diet, exercising, drinking enough water, getting enough sleep, following good hygiene.</p> <p>We have five senses - taste, touch, sight, hearing, smell. (2024-25 onwards Oral Health will be in Autumn term) We must brush our teeth twice a day. Fluoride, in toothpaste, helps reduce cavities. Tooth decay is preventable. What we eat can affect our health and oral health. Humans have two sets of baby teeth to last a lifetime. We have twenty baby (primary) teeth. Incisor baby teeth usually fall out first, around age 6-8. Adults have 32 teeth. Children should visit the dentist at least twice a year.</p> <p>Celebrations (Diwali, Harvest, Christmas)</p> <p>Different people celebrate different things and have different traditions. People celebrate their birthday to remember the day they were born. Harvest is a time to say thank you for what we have.</p> <p>Bonfire Night is on the 5th November. People celebrate that Guy Fawkes did not blow-up Parliament with bonfires and fireworks.</p> <p>Remembrance Day is on the 11th November. We remember all the people who have died in World War 1 and 2. There is a time of silence at 11am.</p> <p>Diwali is the Hindu festival of light.</p> <p>Advent is a time of preparation for Christmas. Christmas takes place on the 25th December and is a Christian Festival celebrating the birth of Jesus. A Nativity play tells the story of Jesus' birth. Children perform in a Nativity.</p> <p>Superheroes</p> <p>There are lots of different jobs. There are people who help us keep safe, stay fit and healthy. Drs, nurses, dentists, opticians, fire fighters, paramedics etc.</p> <p>Famous people from the past helped us today.</p> <p>Oral Health</p> <p>We must brush our teeth twice a day. Fluoride, in toothpaste, helps reduce cavities.</p> <p>Tooth decay is preventable.</p> <p>What we eat can affect our health and oral health.</p>	<p>Animals – Past and Present</p> <p>Present Animals</p> <p>Lifecycles of minibeasts.</p> <p>Some baby animals do not look like the adult.</p> <p>Spiders have 8 legs. Insects have 6 legs and three body sections – head, thorax and abdomen.</p> <p>To learn about David Attenborough and Steve Backshall – famous zoologists that travel to different countries to find out about and study animals.</p> <p>Compare hot and cold regions, use maps to learn where they are. Polar regions are cold, icy and have snow. Not many plants grow there. Deserts are dry and sandy. They are very hot in the day and very cold at night. Rainforests are wet, hot and humid. They have lots of rain. Lots of different trees and flowers grow there. There is more sea than land on earth. Lots of different things live under the sea.</p> <p>Past Animals</p> <p>Dinosaurs – land, air and sea dinosaurs</p> <p>We find out that there were omnivores, carnivores and herbivores. We find out where they lived around the world and look at the world map.</p> <p>We look at fossils and research the famous coastal village in England – Lyme Regis, that has miles of fossils. Mary Anning was a famous palaeontologist that was from Lyme Regis. We compare Lyme Regis to our local area, Birmingham.</p>	<p>Transport</p> <p>Compare past and present cars. Electric modern day cars – tesla and old Robin Reliant. How are they similar? How are they different? Labelling key features of cars.</p> <p>Knowledge about the first ever car.</p> <p>How would we travel to space? Tim Peake.</p> <p>What are the features of a rocket?</p> <p>What is life like for an astronaut in space? ISS.</p> <p>Magical World</p> <p>Plants grow from seeds or bulbs. Plants have roots, stems/stalks, leaves and flowers.</p> <p>Plants need light, warmth, water and food to grow.</p> <p>The seasons are Autumn, Winter, Spring and Summer. In Autumn some leaves change colour and start to fall off the trees. Not much grows in Winter. It is cold and can be snowy and icy. In Spring it starts to get warmer, and things start to grow again.</p> <p>In Summer it can be hot and lots of things grow.</p>
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Communication and Language

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main Theme	Ourselves and Others	Superheroes	Animals – past and present		Transport	Magical World
Educational Programme	The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children’s language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.					
Curriculum Goal	To become a Confident Communicator who can listen carefully in different situations, hold a conversation with friends and adults, ask relevant questions and use new vocabulary to explain ideas and feelings.					
Term specific provision	Plan Do Review (speak clearly to explain partner and activity chosen) Continuous Provision Interaction (engage in conversation about what they are doing)		Plan Do Review (speak clearly to give further details about activity) Continuous Provision Interaction (engage in conversation about what they have done and are going to do)		Plan Do Review (listen to other people’s reviews and ask relevant questions) Continuous Provision Interaction (engage in conversation to explain what they have done and how they have done it)	
Ongoing provision throughout the year	Class News Time	Develop social phrases, engage in two-way conversation with peers, listen and respond to ideas, speak clearly to give feedback				
	Circle Time / snack time	Listen attentively to others, speak clearly to explain ideas, thoughts and feelings				
	Adult interaction during Continuous Provision and adult focus time	Practise using new vocabulary, develop social phrases, engage in conversation with friends and adults, speak clearly to explain ideas and thoughts, engage in and talk about books, retell stories and create their own				
	Story/song time	Learn new vocabulary, engage in and talk about books, learn rhymes, poems and songs. Including Drawing Club sessions with ambitious vocabulary.				
	Bucket Time	Listen attentively and develop communication and language (oracy)				
Key Stage 1 readiness	listen and respond appropriately to adults and their peers, ask relevant questions to extend their understanding and knowledge, use relevant strategies to build their vocabulary, including for expressing feelings, maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments, consider different viewpoints, attending to and building on the contributions of others					

Personal, Social and Emotional Development

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main Theme	Ourselves and Others	Superheroes	Animals – past and present		Transport	Magical World
Educational Programme	Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.					
Curriculum Goals	To become an Independent Individual who can follow the Golden Rules, set simple goals and persevere to achieve them, select resources, manage their own personal needs and know how to stay fit and healthy. To become a Fantastic Friend who can be kind, caring and helpful, show empathy and respect to others, work and play cooperatively whilst considering others’ ideas and feelings.					
Term specific provision	<u>Jigsaw – Being in My World / Celebrating Difference</u> Plan Do Review (ask someone to be your partner and choosing an activity together)		<u>Jigsaw – Dreams and Goals / Healthy Me</u> Plan Do Review (engage with your partner during the activity)		<u>Jigsaw – Relationships / Changing me</u> Plan Do Review (work collaboratively with your partner during the activity)	
Ongoing provision throughout the year	Class News Time	Ask someone a question about their focus child home news photos, listen to and consider their ideas				
	Daily routines	Self-registration, book voting, ‘choose it, use it, put it away’ when using resources, hanging coats up, turning clothes the right way round, change into wet weather clothing, use toilets independently, support peers at snack time, manage myself at lunchtimes, getting ready for home				
	Adult Focus Group Time	Build relationships with others, see themselves as a valued individual, give focused attention and follow instructions				
	School Rules	Always follow the school values. Value and respect the diversity within our school. Not hurt each other with words or actions. Always try our best.				
	Adult interaction during Continuous Provision	Build relationships with others, see themselves as a valued individual, set simple challenges, show resilience and perseverance, manage feelings and behaviour appropriately, play co-operatively, take turns and share, show sensitivity to others.				
	Story time	Experience, explore and talk about positive relationships, feelings and emotions, diversity				
Key Stage 1 Readiness (RSHE Framework)	Relationships: <ul style="list-style-type: none"> Knows right from wrong and can explain why it is important to have boundaries and routines Working and play co-operatively and taking turns with others Recognise and show sensitivity to their own and others needs Recognise similarities and differences between themselves and others 		Health and Wellbeing: <ul style="list-style-type: none"> Managing their own personal hygiene and basic needs Shows an understanding of their own feelings; and those of others Being to regulate their behaviour Shows an understanding of how to stay safe in a range of common situations. 		Living in the wider world <ul style="list-style-type: none"> Shows care and concern for living things. Name and describe people who might help us in the local community (police, fire service, doctors and teachers). 	

Physical Development

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main Theme	Ourselves and Others	Superheroes	Animals – past and present		Transport	Magical World
Educational Programme	Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.					
Curriculum Goals	To become an Amazing Athlete who can show strength, balance and co-ordination when playing, move confidently and safely in a variety of different ways, use a range of equipment. To become a Talented Tool User who can hold a pencil effectively, use a range of tools (for example scissors, cutlery, paintbrushes, tweezers, hammer, screwdrivers) safely and with confidence.					
Term specific provision	<p>Gross Motor– hall session GetSet4PE – Autumn 1-Introduction to P.E Unit 2 Moving safely, stopping safely, using equipment safely, play as a group, follow a path and take turns, work cooperatively with a partner. Autumn 2-Ball Skills Unit 2 Develop rolling and tracking, develop accuracy when throwing to a target, dribble with hands, partner throwing and catching, dribbling with feet, kicking to a target.</p> <p>Fine Motor: Sweeping/brushing Weaving boards Screwing/unscrewing Autumn 1: Using tools (tweezers, knife and fork – loading, scissors – holding/carrying correctly, snipping) Autumn 2: Using tools (hammers and screwdrivers, knife and fork – cutting, pipettes, scissors – straight lines) Dough Disco skills; rolling, pulling, patting, Pen Disco: lines, mountains and waves</p>		<p>Gross Motor – hall session GetSet4PE – Spring 1- Dance Unit 2 Copy, repeat and explore actions, consider level, shape and direction, use a prop with control and coordination, move with control and coordination, remember and repeat actions through music, explore actions and counts. Spring 2- Fundamentals Unit 2 Balancing, running and stopping, changing direction, jumping, hopping and ways of travelling using equipment.</p> <p>Fine Motor: Using large rollers Threading Spring 1: Using tools (scissors - curved lines and regular shapes) Spring 2: Using tools (enhance and consolidate previous skills as needed following assessment) Dough Disco skills; consolidate rolling, pulling, patting, introduce twisting, kneading and pinching Pen Disco: consolidate: lines, mountains, waves introduce: circles, clockwise and anticlockwise movements</p>		<p>Gross Motor – hall session/field GetSet4PE – Summer 1- Games Unit 2 Aim when throwing, move safely during tagging games, play against a partner, develop coordination and rules, strike a ball, work cooperatively as a team.</p> <p>Summer 2 Gymnastics Unit 2 Create short sequences, develop balancing using apparatus, jump and land from height safely, develop rocking and rolling, explore travelling over and under apparatus, create sequences using apparatus.</p> <p>Fine Motor: Sewing Summer 1: Using tools (scissors – irregular shapes) Summer 2: Using tools (enhance and consolidate previous skills as needed following assessment) Dough Disco skills; consolidate: rolling, pulling, patting, twisting, kneading and pinching Pen Disco: consolidate line, mountains, waves, circles, clockwise and anticlockwise movements Introduce: crosses and triangles.</p>	

Ongoing provision throughout the year	Dough and pen Disco	Daily movement to music activity to help develop all the children's pivot points – shoulder, elbow, wrist, distal (fingers) to support pencil grip and writing, different routine each term			
	Daily Phonics/Adult focus group time	Hold a pencil effectively, develop accuracy and care when drawing and writing			
	Lunch time / snack time	Hold and use a knife and fork correctly, understand about healthy eating			
	Adult interaction during Continuous Provision	Revise and refine fundamental movement skills, develop strength, balance, agility and co-ordination, refine and develop fine motor skills, use a range of tools competently and safely, combine movements, develop ball skills			
Key Stage 1 readiness: Physical Education	<p style="text-align: center;">Fundamentals</p> <ul style="list-style-type: none"> To develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education. To use their core muscle strength to achieve a good posture. To confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group 	<p style="text-align: center;">Ball Skills</p> <ul style="list-style-type: none"> To combine different movements with ease and fluency. To develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. To develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. 	<p style="text-align: center;">Games</p> <ul style="list-style-type: none"> To negotiate space and obstacles safely, with consideration for themselves and others. To confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group 	<p style="text-align: center;">Gymnastics</p> <ul style="list-style-type: none"> To revise and refine a range of fundamental movement skills e.g. rolling, crawling, walking, jumping, running, hopping, skipping and climbing. To combine different movements with ease and fluency. 	<p style="text-align: center;">Dance</p> <ul style="list-style-type: none"> To use a more fluent style of moving, developing control and grace. To combine different movements with ease and fluency.

Literacy

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main Theme	Ourselves and Others	Superheroes	Animals – past and present		Transport	Magical World
Educational Programme	It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).					
Curriculum Goals	To become a Brilliant Bookworm who can show a love for reading, use new vocabulary to talk about what they have read or has been read to them, read words and simple sentences. To become a Wow Writer who can write letters that are formed correctly, write words and simple sentences (using single sounds and digraphs they have learnt) that can be read by others.					
Term specific provision	<p>Phonics/Word Reading</p> <p>Begin to teach Phase 2 sounds (16 sounds) s,a,t,p,i,n,m,d,g,o,c,k,ck,e,u,r Phase 2 CEW words - I no go the to into Terminology: Phoneme, grapheme, green words, red words, grotty grapheme</p>	<p>Phonics/Word Reading</p> <p>Continue with Phase 2 sounds (19) h,b,f,ff,l,ll,ss,j,v,ve,w,x,y,z,zz,qu,ch,sh,th,ng, Teach CVCC/CCVC words containing phase 2 sounds. Recap Phase 2 CEW - I no go the to into Begin Phase 3 CEW - he be she we me are you Terminology: digraph, trigraph Introduce ability guided reading groups</p>	<p>Phonics/Word Reading</p> <p>Recap Phase 2 sounds, begin Phase 3 sounds (8): (8): ai,ee,igh,oa, oo, oo, ar, or Recap Phase 2 and previous Phase 3 CEW. Teach Phase 3 CEW - was my by her all they Ability grouped reading sessions</p>	<p>Phonics/Word Reading</p> <p>Continue Phase 3 sounds (8): ur, ow (brown cow), oi, air, ure, ear, er Teach CVCC/CCVC words containing phase 3 sounds. (sleep, train) Recap Phase 3 CEW.Begin to teach Phase 4 CEW - some come said so do like have Ability grouped reading sessions</p>	<p>Phonics/Word Reading</p> <p>Revisit Phase 3. Teach Phase 4 including cvcc, ccvc, ccvcc. Teach reading and writing polysyllabic words containing digraphs and trigraphs from Phase 3 sounds Recap Phase 3 and previously taught Phase 4 CEW Teach Phase 4 CEW – one little were out what there when look Terminology: syllable, polysyllabic words Ability grouped reading sessions</p>	<p>Phonics/Word Reading</p> <p>Revise aspects of Phase 3 and 4 that children are less secure with. Teach reading and writing polysyllabic words. Revise and apply all Phase 2-4 CEW Ability grouped reading sessions</p>

	<p><u>Comprehension through whole class and group reading</u> Asks questions about stories. Answer simple questions. Repeat words and phrases from familiar stories. Repeat new vocabulary in a context of a story. Has favourite books and seeks them out, to share with an adult, with another child, or to look at alone.</p> <p><u>Guided Reading ability groups introduced Autumn 2</u> To say what we think a book is about by looking at the cover, to say who your favourite character is. To name features of a book (front, back cover, spine, contents page, title, author, illustrator etc) To read taught CEW words and use taught phonic knowledge to read CVC/CCVC/CVCC words. To explain how a character is feeling, to answer simple questions about what has happened</p>	<p><u>Comprehension through whole class and group reading</u> Answer questions about a text that has been read to them. Begin to predict what might happen next in the story. Begin to use modelled vocabulary during role play for example in the construction or small world areas. Seeks familiar text or stories to re-read in the reading area. Requests favourite stories and poems using the book voting area. Read simple sentences containing known GPCs and taught CEW. To use words to describe a character or setting, to say what happened first in the story. To say what you think will happen next, to explain why something happened.</p>	<p><u>Comprehension through whole class and group reading</u> Demonstrate understanding of what is read to them by retelling stories and narratives using their own words and introduced vocabulary Anticipate key events in stories. Use and understand vocabulary in discussions about stories, non-fiction, rhymes and poems and during role-play. Can share a favourite book with a peer, retelling it in their own way repeating phrases from the text. Read words consistently with their phonic knowledge by blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including taught/known CEW. To explain why we like a character or story, to find a word which means. To say what happened at the beginning, middle and end of a story.</p>	
	<p><u>Writing</u> Write some or all of their first name. Begin to write initial sounds as labels for drawings. Use some of their print and letter knowledge in early writing</p> <p>Form lowercase letters correctly. s,a,t,p,i,n,m,d,g,o,c,k,ck,e,u</p> <p>Drawing Club – texts, tales and animations to support writing and vocabulary.</p>	<p><u>Writing</u> Write Phase 2 initial sounds, CVC words using fred fingers Write a list and caption.</p> <p>Form lowercase letters correctly. r,h,b,f,ff,l,j,v,w,x,y,z,q</p> <p>Drawing Club – texts, tales and animations to support writing and vocabulary.</p>	<p><u>Writing</u> Write all of their first name and copy their surname. Writing phonetically decodable words, phrases and captions. Begin to use finger spaces. Introduce capital letters and full stops when modelling writing. Spell words by identifying the sounds and then writing GPC from Phase 2 and 3. Write taught CEW from Phase 2 and 3 in their writing.</p> <p>Form lowercase letters correctly, introduce capital letters. Recap incorrect letter formation</p> <p>Drawing Club – texts, tales and animations to support writing and vocabulary.</p>	<p><u>Writing</u> Writing phonetically decodable words, simple sentences. Write short sentences with known GPCs/CEW using a capital letter and a full stop. Use finger spaces most of the time. Write their first name and begin to write their surname.</p> <p>Form lowercase and capital letters correctly. Recap incorrect letter formation</p> <p>Drawing Club – texts, tales and animations to support writing and vocabulary.</p>

Ongoing provision throughout the year	Adult focus group time	Learn and practise new vocabulary, listen to and talk about stories, read and write initial sounds, cvc words, captions and then sentences.		
	Adult interaction during Continuous Provision	Use message centres to create /sounds/words/phrases/sentences to make things happen, read messages left by peers and staff, write messages back, engage in and talk about books, retell stories and create their own		
	Phonological awareness	Orally blend and segment, identify rhyme and continue a rhyming string, count syllables, discriminate between sounds		
	Story/song time	Learn new vocabulary, engage in and talk about books, anticipate key events, learn rhymes, poems and songs		
Key Stage 1 readiness (including but not limited to)	<p style="text-align: center;">Word Reading</p> Using phonic knowledge to decode words, recognise GPC's, read CEW's, read aloud accurately, re-read books to develop fluency	<p style="text-align: center;">Comprehension:</p> Develop pleasure in reading and a motivation to read by listening to poems, stories and non-fiction texts, understand what they have read, participate in book talk conversations and explain understanding of texts.	<p style="text-align: center;">Writing:</p> <p>Transcription (spelling/handwriting) Spell GPCs, CEW</p> <p>Composition Write sentences, discuss what they have written and read it aloud.</p> <p>Vocabulary, grammar and Punctuation: Understand and use capital letters, finger spaces and full stops correctly.</p>	
Key Vocabulary	<i>phoneme, grapheme, digraph, trigraph, red word, blend, story, fiction, information, front cover, blurb, spine, page, beginning, middle, end, character, setting, event, letter, segment, sentence, list,</i>			

Mathematics

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main Theme	Ourselves and Others	Superheroes	Animals – past and present		Transport	Magical World
Educational Programme	Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.					
Curriculum Goal	To become a Master of Maths who can show a deep understanding of numbers to 10, recognise patterns within the number system, subitise, compare quantities and recall number bonds to 5.					
Term specific provision White Rose Maths	<p>Getting to know you</p> <ul style="list-style-type: none"> Establish maths through routines (tens frame buses, 100 days in school, calendar activities) <p>Match, Sort & Compare</p> <ul style="list-style-type: none"> Match objects Match pictures and objects Identify a set Sort objects to a type Explore sorting techniques Create sorting rules Compare amounts <p>Talk about measure and patterns</p> <ul style="list-style-type: none"> Compare size Compare mass Compare capacity Explore simple patterns Copy and continue simple patterns 	<p>It's Me 1, 2, 3 Find 1, 2 and 3</p> <ul style="list-style-type: none"> Subitise 1, 2 and 3 Represent 1, 2 and 3 1 more 1 less Composition of 1, 2 and 3 <p>Circles and triangles</p> <ul style="list-style-type: none"> Identify and name circles and triangles Compare circles and triangles Shapes in the environment Describe position <p>1, 2, 3, 4, 5</p> <ul style="list-style-type: none"> Find 4 and 5 Subitise 4 and 5 Represent 4 and 5 1 more 1 less Composition of 4 and 5 Composition of 1-5 	<p>Alive in 5</p> <ul style="list-style-type: none"> Introduce zero Find 0 to 5 Subitise 0 to 5 Represent 0 to 5 1 more 1 less Composition Conceptual subitising to 5 <p>Mass and Capacity</p> <ul style="list-style-type: none"> Compare mass Find a balance Explore capacity Compare capacity <p>Growing 6, 7, 8</p> <ul style="list-style-type: none"> Find 6, 7 and 8 Represent 6, 7, and 8 1 more 1 less 	<p>Building 9 and 10</p> <ul style="list-style-type: none"> Find 9 and 10 Compare numbers to 10 Represent 9 and 10 Conceptual subitising to 10 1 more 1 less Composition to 10 Bonds to 10 (2 parts) Make arrangements of 10 Bonds to 10 (3 parts) Doubles to 10 (find a double) Doubles to 10 (make a double) Explore even and odd <p>Explore 3D shapes</p>	<p>To 20 and beyond</p> <ul style="list-style-type: none"> Build numbers beyond 10 (10-13) Continue patterns beyond 10 (10-13) Build numbers beyond 10 (14-20) Continue patterns beyond 10 (14-20) Verbal counting beyond 20 Verbal counting patterns <p>How many now?</p> <ul style="list-style-type: none"> Add more How many did I add? Take away How many did I take away? <p>Manipulate, compose and decompose (2 weeks)</p>	<p>Sharing and grouping (</p> <ul style="list-style-type: none"> Explore sharing Sharing Explore grouping Grouping Even and odd sharing Play with and build doubles <p>Visualise, build and map</p> <ul style="list-style-type: none"> Identify units of repeating patterns Create own pattern rules Explore own pattern rules Replicate and build scenes and constructions Visualise from different positions Describe positions

	<ul style="list-style-type: none"> • Create simple patterns 	<p>Shapes with 4 sides</p> <ul style="list-style-type: none"> • Identify and name shapes with 4 sides • Combine shapes with 4 sides • Shapes in the environment • My day and night 	<ul style="list-style-type: none"> • Composition of 6, 7 and 8 • Make pairs-odd and even • Double to 8 (find a double) • Double to 8 (make a double) • Combine 2 groups • Conceptual subitising <p>Length, Height and Time</p> <ul style="list-style-type: none"> • Explore length • Compare length • Explore height • Compare height • Talk about time <p>Order and sequence time</p>	<ul style="list-style-type: none"> • Recognise and name 3D shapes • Find 2D shapes within 3D shapes • Use 3D shapes for tasks • 3D shapes in the environment • Identify more complex patterns • Copy and continue patterns • Patterns in the environment 	<ul style="list-style-type: none"> • Select shapes for a purpose • Rotate shapes • Manipulate shapes • Explain shape arrangements • Compose shapes • Decompose shapes • Copy 2D shape pictures • Find 2D shapes within 3D shapes 	<ul style="list-style-type: none"> • Give instructions to build • Explore mapping • Represent maps with models • Create own maps from familiar places • Create own maps and plans from story situations <p>Make connections</p> <ul style="list-style-type: none"> • Deepen understanding • Patterns and relationships
Ongoing provision throughout the year	Class news Time	Use mathematical language to explain ideas and to ask questions.				
	Daily routines	Self-registration (10-frames), calendar, visual timetable, book voting, house point charts, snack time				
	Adult focus group time	Use mathematical language when drawing, counting, can subitise, compare numbers and amounts, recall number bonds, draw 2D shapes, read and write secret passcodes				
	Adult interaction during continuous provision	Practise taught skills, use and apply taught skills in real-life situations, use message centres to create secret symbols/passcodes to make things happen, read passcodes left by peers and staff, complete puzzles, "What can you see, how do you see it?"				
	Story/song time	Practise taught skills, "What do you notice?", "What can you see, how do you see it?"				
Key Stage 1 Readiness Key Vocabulary	<p>Number and Place Value</p> <p>Counting forwards and backwards to 100, count, read and write numbers to 100 in numerals, count in twos, fives and tens, identify</p>	<p>Addition and Subtraction</p> <p>Read, write and interpret using + and -, represent and use number bonds and related subtraction facts within 20, add and subtract</p>	<p>Multiplication and Division</p> <p>counting in 2's, 5's and 10's, Doubling/halving, solve one-step problems involving multiplication and division, by calculating the</p>	<p>Fractions</p> <p>Sharing and halving</p> <p>Recognise, find and name a half as one of two equal parts of an object, shape or</p>	<p>Measurement</p> <p>Compare lengths and heights (tall, short, long, short, double, half), mass/weight (heavy, light, heavier than, lighter than)</p>	<p>Geometry (properties of shapes) and (position and direction)</p> <p>Recognise and name common 2D and 3D shapes</p>

	one more and one less compare using more/fewer than, read and write numbers from 1 to 20 in numerals and words.	one-digit and two-digit numbers to 20, including zero, solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 - 9$	answer using concrete objects, pictorial representations and arrays with the support of the teacher.	quantity, recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.	and capacity/volume (full/empty, more than, less than, half, half full, quarter), sequence events, use time related language time [for example, quicker, slower, earlier, later, hours, minutes, seconds), recognise and know the value of different denominations of coins and notes, sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening], recognise and use language relating to dates, including days of the week, weeks, months and years, tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.	Describe position, direction and movement, including whole, half, quarter and three quarter turns.
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Understanding the World						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main Theme	Ourselves and Others	Superheroes	Animals – past and present		Transport	Magical World
Educational Programme	Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.					
Curriculum Goals	To become an Exceptional Explorer who can show curiosity about the world around them, understand how to read and draw a simple map, understand some differences between times and places. To become a Compassionate Citizen who can help to look after their community and care for the environment, know some reasons why Birmingham is special, have an awareness of other people’s cultures and beliefs.					

<p>Term specific provision</p>	<p>My school – map of the school, locate rooms around school and find important people in school.</p> <p>Me, my family and my school community – who is special and why? Explore magnets - investigation station and in construction area when building.</p> <p>Use iPad camera to take photos of work completed.</p> <p>Harvest – curiosity cube, story time</p>	<p>Diwali, Christmas Why is Diwali special to Hindus? Why is Christmas special to Christians?</p> <p>Bonfire Night – Guy Fawkes Remembrance Day - World War history Black History Month – Mary Seacole Seasonal changes (curisoiity cube) – Autumn Walk to Brookvale Park or around the school environment</p>	<p>Why is Chinese New Year celebrated?</p> <p>Compare and contrast environments – polar regions and rainforest</p> <p>Seasonal changes (curisosity cube) - Winter Explore changing states of matter – (freezing and melting) investigation station</p> <p>Use of technology in home and School – BeeBots / Class Focus Child News Time</p>	<p>Why is Easter special for Christians?</p> <p>Mothering Sunday</p> <p>Maps of the UK to identify Lyme Regis and Birmingham.</p> <p>Animals and dinosaurs – differences, similarities</p> <p>VR Headsets - minibeasts Seasonal changes - (curiosity cube) Spring Walk to Brookvale Park / school environment Explore sinking and floating - investigation station</p>	<p>Why is Eid special to Muslims? Ramadan/Eid-al-Fitr</p> <p>Transport then and now Design and make a vehicle, rocket Local links to transport production (cars and Spitfires) Space – rockets VR Headsets - Space</p> <p>Use Beebots – moving from A to B</p>	<p>Father’s Day</p> <p>Planting and Growing – animals and plants. Caterpillar – Butterfly Bean plants</p> <p>Explore materials and textures (recycling) investigation station</p> <p>Seasonal changes from Autumn to Summer (Curiosity Cube) Summer Walk to Brookvale Park / school environment Use Beebots – following a path</p> <p>Take photos of garden area, minibeasts etc</p> <p>Graduation celebration</p> <p>Transition to Year 1</p>
<p>Ongoing provision throughout the year</p>	<p>Adult Focus Group time</p>	<p>Families and special people in the community, across the world from the past and present. Walks to the local park to discuss seasons and changes. Exploring floating, sinking, melting and freezing. Comparing regions and locating them on maps.</p>				
<p>Adult interaction during continuous provision</p>	<p>Adult interaction during continuous provision</p>	<p>Learn and practise new vocabulary, create small world environments, read and draw simple maps, look at books containing images from the past or different cultures/countries, explore the natural world around them, describe what they can see, hear and feel when outside, explore different scientific concepts</p>				
<p>Story/song time</p>	<p>Story/song time</p>	<p>Experience, explore and talk about different people and occupations, comment on images from the past or different cultures/countries</p>				
<p>Key Stage 1 Readiness</p>	<p>RE</p>	<p>Understanding and respect of a variety of religions and faiths, places of worship and religious festivals and celebrations.</p> <p><i>belief, faith, Christian, Christianity, God, Jesus, bible, church, cross, baptism, Hindu, Hinduism, Brahma, aum, temple, Jew, Judaism, synagogue, Muslim, Islam, Mohammed, Allah, Qu’ran, mosque</i></p>				
<p>Key Stage 1 Readiness</p>	<p>History</p>	<p>Awareness of significant people, timelines and how things have changed – comparing then to now. For example, houses and homes, toys and school life.</p>				

Key Vocabulary (including but not limited to)		<i>present, past, now, then, yesterday, today, time, day, week, month, year, remember, same, different, similar, castle, king, queen, knight, legend</i>
	Geography	Awareness of our local area (Erdington), map skills, the UK and the wider world. How do hot and cold climates differ? <i>polar region, desert, rainforest, jungle, beach, park, village, town, city, country, world, globe, earth, map, path, street, road, bridge, building, sea, river, lake, stream, forest, wood, weather, seasons</i>
	Science	Chemistry - changing states, everyday materials, Biology – seasonal changes, plants, life cycles and growth, animals including humans Physics - forces and magnets, planets and space <i>question, answer, explore, test, experiment, investigate, predict, sort, group, record, compare, describe, force, magnetic, non-magnetic, freeze, melt, boil, change, sink, float, plant, grow, flower, tree, soil, roots, stem, stalk, leaves, petals, trunk, branches, seed, bud, blossom, life-cycle, body parts, baby, adult, human, wood, metal, plastic, glass, rock, hard, rough, smooth</i>
	Computing	How to keep safe on the internet, how we use the internet and technology, data programming, word processing and coding <i>technology, internet, iPad, app, camera, switch, digital, website, mobile phone, computer, laptop, mouse, keyboard, click, open, close, program, type, record, play, headphones, speaker, volume</i>
	Design Technology	Design their own structure, Make it following their design, Evaluate if it could be changed and improved, Technical Knowledge –use better, stronger materials when building structures. Cooking and Nutrition – how to safely prepare and make simple meals and the importance of a healthy, balanced diet. The understanding of the different food groups and their nutritional values. To know where food comes from. <i>appearance, design, make, build, model, cut, join, shape, create, decorate, tools, ingredients, recipe</i>

Expressive Arts and Design

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main Theme	Ourselves and Others	Superheroes	Animals – past and present		Transport	Magical World
Educational Programme	The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.					

Curriculum Goals	<p>To become a Dynamic Designer who can choose and safely use the resources they need to make their creations, talk about what they have made and how they have made it.</p> <p>To become a Proud Performer who can perform a song, poem or dance to an audience, retell stories with expression and confidence, play a range of percussion instruments correctly and with good rhythm.</p>					
Term specific provision	<p><u>Charanga Scheme – Me!</u> Find a pulse, copy clap a rhythm in names, explore high and low sounds using voices and glockenspiels</p> <p>Sing and perform on the stage outside.</p> <p>Use templates and stencils with pencils, sketchings linked to Key Artist (Frida Kahlo)</p> <p>Wax crayon rubbings Print – fingers, stampers Paint – setup and use Malleable materials – use rolling pins and cutters Use felt tip pens Transient art – sand art Model with construction kits Collage – stick</p>	<p><u>Charanga Scheme – My stories</u> Find the pulse of one of the characters, copy-clap rhythm of small phrases from songs, explore high and low pitch in songs, invent a pattern using one note (CCD, DDE)</p> <p>Perform in the Nativity Production.</p> <p>Use stencils with paints and sponges Print - outlines Paint – different brushes, different surfaces Malleable materials – roll and shape by hand Sculpture with clay linked to key artist (Bernard Leach) Use oil pastels Model with construction kits Junk model – join with tape/glue and embellish</p>	<p><u>Charanga Scheme – Everyone!</u> Invent ways to find the pulse, copy-clap some rhythm of phrases from songs, explore high and low pitch in songs, use the starting note to explore melodic patterns using one or two notes (DDE, GGA)</p> <p>Sing and perform on the stage outside.</p> <p>Print – relief printing with rollers (linked to key artist Henry Matisse) Paint - colour mixing Malleable materials – imprint, use mark makers Transient art – glueless collage/loose parts Collage – cut and stick Weaving Consolidate and refine previously taught skills and techniques independently</p>	<p><u>Charanga Music – Our World</u> Find the pulse and show others your ideas, copy-clap some rhythm of phrases from songs, explore high and low pitch using the images from the songs, use the starting note to explore melodic patterns using one or two notes (DDE, GGA, CCD, FFG)</p> <p>Sing and perform on the stage outside.</p> <p>Paint – wax resist (linked to Key artist Mondrian) Print – 3D shapes Junk model – flanges and hinges Weaving Consolidate and refine previously taught skills and techniques independently</p>	<p><u>Charanga Music – Big Bear Funk</u> Find a funky pulse, copy-clap 3 or 4 word phrases from the song, keep the beat of the song, add pitched notes to the rhythm, play patterns using notes C,D,E</p> <p>Sing and perform on the stage outside.</p> <p>Observational drawings Paint – using water colour paints Transient art linked to key artist (Andy Goldsworthy) natural loose parts Sewing Consolidate and refine previously taught skills and techniques independently Design and create a rocket.</p>	<p><u>Charanga Music – Reflect,</u> Rewind and Replay Consolidate learning.</p> <p>Sing and perform on the stage outside. Perform in a class assembly</p> <p>Malleable materials – pottery/sculpture Junk model – moving parts Sewing Mixed media artwork linked to key artist (Yayoi Kusama)</p> <p>Consolidate and refine previously taught skills and techniques independently</p>
Ongoing provision throughout the year	Adult Focus group time	Develop drawing, printing, sketching and painting skills, use imagination when using a range of medium, explore artists, develop storylines in role play,				
	Adult interaction during continuous provision	Learn and practise new vocabulary, sing, dance, make music and perform on their own and in a group, practise and use a range of artistic techniques and skills, use a range of tools, create collaboratively, develop storylines in pretend play, use imagination, role-play				

	Story/song time	Sing a range of songs/nursery rhymes, understand the structure of stories					
Key Stage 1 Links and <i>Key Vocabulary</i> (including but not limited to)	Artist Focus and medium	Aut 1 Frida Kahlo Sketching	Aut 2 Bernard Leach Sculpture - clay	Spr 1 Henry Matisse Printing	Spr 2 Mondrian Wax resist - painting	Sum 1 Andy Goldsworthy Nature – transient art	Sum 2 Yayoi Kusama Mixed media flowers
	Art and Design	To use a range of materials creatively to design and make products, to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination, to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space, about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.					
		Painting, drawing and sketching, collage, sculpture and appreciating and discussing opinions on Artists' work Paint, draw, colour, mark-make, lines, circles, shapes, mix, primary, secondary, texture, form, sculpt, shape, print, technique, pattern, artist, imprint					
	Design Technology	Design their own structure, Make it following their design, Evaluate if it could be changed and improved, Technical Knowledge –use better, stronger materials when building structures.					
		Cooking and Nutrition – how to safely prepare and make simple meals and the importance of a healthy, balanced diet. The understanding of the different food groups and their nutritional values. To know where food comes from. <i>appearance, design, make, build, model, cut, join, shape, create, decorate, tools, ingredients, recipe</i>					
	Music	Using voices to sing songs, rhymes and chants, using tuned and untuned instruments, listen to music (live and recorded), create musical pieces (combining sounds) <i>song, chorus, verse, tune, percussion instrument names, rhythm, pulse, beat, pitch, tempo, dynamic, compose, dance, move, perform, style</i>					