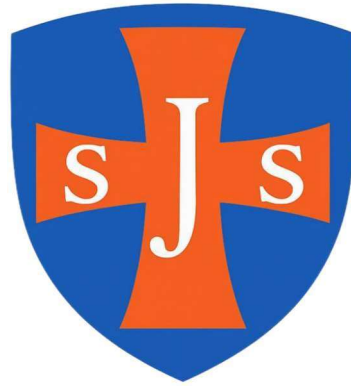




Curriculum

Coverage

YEAR R

RELIGIOUS EDUCATION

Term 1

Creation and Covenant
Prophecy and Promise

Term 2

Galilee to Jerusalem
Desert to Garden

Term 3

To the ends of the Earth
Dialogue and Encounter

GENERAL THEMES

Term 1

Term 2

Term 3

Marvellous Me Amazing Autumn	Let's Celebrate Christmas	Once Upon a Time Winter Wonderland	Animals of the World Super Spring	Space and Transport	Fun at the Seaside
POSSIBLE THEMES/INTERESTS/LINES OF ENQUIRY					
Starting School Similarities/differences: -Likes/ dislikes -Physical appearance -Families -Houses -Friendships Harvest Observing signs of Autumn Black History Months Famous people – Alma Thomas	Bonfire Night Diwali Remembrance Day Real Life Superheroes- People Who Help Us Feelings Christmas	Observing signs of Winter Polar regions incl. animals Traditional tales Nursery rhymes with historical references Noticing differences (e.g. objects and clothing) in historical stories. Teddy bears through the generations!	Jungle/ rainforest animals Safari/savannah animals Farm animals incl. baby animals linked to Spring Observing signs of Spring Shrove Tuesday/Pancake Day Mother's Day Easter Lifecycles- caterpillars to butterflies, chicks to chickens, tadpoles to frogs. Growing plants	Looking at how transport has changed over time. Making maps Road safety Famous people – Amelia Earhart, Thomas Edison, Neil Armstrong Moon Landing	Sea creatures Looking after our Oceans Comparing Britain with the Caribbean Going on holiday now and in the past Famous people – Mary Anning Observing signs of Summer Transition to Year 1

			Observing signs of Spring		
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POSSIBLE EXPERIENCES					
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Sharing family photos Baking bread Tasting different types of bread Harvest Festival	Lighting class Diva lamps Visits from People Who Help us -fire engine/fighters, police officers etc Christmas Nativity	Ice play Food tasting, dancing and drama linked to Lunar New Year Culture Day	Planting, including sunflowers, runner beans, fruit and veg Cress investigation-what do plants need to grow well?	Bikes and scooters	Chertsey Museum – Seaside workshop Sports Day Picnic with our Year 6 Buddies
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Autumn walk Feathers and Fur Falconry Centre	Christmas lunch and jumper day		Spring walk, Dressing up for World Book Day and book sharing		
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FAIRY TALES/TRADITIONAL TALES

Little Red Riding Hood The Gingerbread Man The Elves and the Shoemaker	The Enormous Turnip The Little Red Hen Jack and the Beanstalk	The Three Little Pigs Goldilocks and the Three Bears The Ugly Duckling
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CORE TEXTS

Harry and the Dinosaurs go to School Kind Our Class is a Family All Are Welcome Super Duper You It's OK to be Different Happy in Our Skin We Are All Different Let's Make Faces The Great Big Book of Families The Large Family Collection The Rainbow Fish Let's Celebrate Harvest (nonfiction) Don't Hog the Hedge Little Acorns Funnybones	Sparks in the Sky The Gunpowder Plot Dipal's Diwali The story of Rama and Sita The Bear Snores On Real Superheroes: A Celebration of Keyworkers A Focus on People Who Help Us & other non- fiction texts The Colour Monster The Great Big Book of Feelings The Christmas Story The Jolly Christmas Postman	Lost and Found Little Penguin Lost Henry's Holiday Grandma's Bill The Happy Families Collection- Mrs Lather's Laundry and Master Bun the Baker's son Whatever Next! Bobbo Goes to School Dogger Peepo! The Sea Saw	Rumble in the Jungle The Lion Who Wanted to Love The Lion Inside Giraffes Can't Dance Dear Zoo The Short Sighted Giraffe The Koala Who Could The Ugly Five Farmyard Hullabaloo Superworm What the Ladybird Heard The Very Hungry Caterpillar Monkey Puzzle Jasper's Beanstalk Growing Tadpoles Jim and the Beanstalk The Tiny Seed, Eddie's Garden and How to Make Things Grow Oliver's Vegetables Oliver's Fruit Salad	Mr Gumpy's Motor Car The Runaway Train Naughty Bus The Lost Property Office The Hundred Decker Bus We Catch the Bus Emma Jane's Aeroplane Astro Girl Cars and Trucks and Things That Go Who's Driving The Tractor Has a Wobbly Wheel Lost and Found The Way Back Home	Commotion in the Ocean Billy's Bucket Julia Donaldson books- What the Ladybird Heard at the Seaside, The Snail and the Whale, Sharing a Shell, Tiddler The Singing Mermaid The Undersea Cleaning Spree The Tickly Octopus The Clumsy Crab Non-fiction books about sea creatures My Two Grannies Once There Were Giants
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ENGLISH

	Focus Authors	Comprehension ELG	Literacy Early Learning Goals (ELG)
Autumn 1	Britta Teckentrup	Comprehension ELG	Reading ELG

Autumn 2	Allen Ahlberg	Children at the expected level of development will: - 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.		Children at the expected level of development will: - Say a sound for each letter in the alphabet and at least ten digraphs - Read words consistent with their phonic knowledge consistent with their sound blending - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words Writing ELG Children at the expected level of development will: - 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; - Write simple phrases and sentences that can be read by others
Spring 1	Benji Davis	<u>Traditional Tales</u>	Oliver's Vegetables (Vivian French)	DFE Essential Core Criteria: #11: Letter formation and sentence writing
Spring 2	Eric Carle	Gingerbread Man	Whatever Next (Jill Murphy)	
Summer 1	Emily Gravatt	Goldilocks Little Red Riding Hood	Mr Gumpy's Motorcar (John	

Summer 2	Julia Donaldson	The Enormous Turnip <u>Julia</u> <u>Donaldson</u> Tiddler Sharing a Shell The Snail and the Whale Superworm	Burningham) The Lighthouse Keeper's Lunch (Rhonda Armitage) Funny bones (Allen Ahlberg) Super Duper You (Sophy Henn)	(Please note changes in policy: At first, children should not be taught letters to be cursive or lead ins which start on the line; digraphs may be taught as cursive; all print resources should be in print)
			The Very Hungry Caterpillar (Eric Carle) The Tiger who came to Tea (Judith Kerr) Jasper's Beanstalk (Nick Butterworth)	

Phonics	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Autumn 1	Baseline Assessment	/s/ s /a/ a	/t/ t /p/ p	/i/ i /n/ n	/m/ m /d/ d	/g/ g /o/ o	Assessment
Autumn 2	/c/ c /k/ k	/k/ -ck /e/ e	/u/ u /r/ r	/h/ h /b/ b	/f/ f /f/ -ff	/l/ l /l/ -ll	Assessment
Spring 1	/ul/ -le /s/ -ss	/j/ j /v/ v	/w/ w /x/ x	/y/ y /z/ z	/z/ -zz /kw/ qu	Assessment	

Spring 2	/ch/ ch /sh/ sh	/th/ th /ng/ -ng	/j/ j -dge /v/ v -ve	/w/ w wh /ks/ -x -cks	/ch/ ch -tch /ng/ -ng /ngk/ -nk	Assessment	
Summer 1	/ai/ ai /ee/ ee -y	/igh/ -igh -y /oa/ oa	short /oo/ -oo long /oo/ oo	/ar/ ar /or/ or	/ur/ ur /ou/ ow	Assessment	
Summer 2	/oi/ oi /eer/ ear	/u/ -er /air/ air	/ur/ er /yoo/ -ue	long /oo/ -ue /yoor/ -ure	/chu/ -ture	Assessment	
Helpful words (common exception words) covered in Year R							
the to I no go into he she we me be was you they all are my her							

TEN:TEN

Term 1

Created and Loved by God
EYFS Module One: Created and Loved by God explores the individual. Rooted in the teaching that we are created by God out of love and for love, it helps children to develop an

Term 2

Created to Love Others
EYFS Module 2: Created to Love Others explores the individual's relationship with others. Building on the understanding that we have been created out of love and for

Term 3

Created to Live in Community
EYFS Module Three: Created to Live in Community explores the individual's relationship with the wider world. Here we explore how human beings are relational by nature and are

understanding of the importance of valuing themselves as the basis for personal relationships. Shared responsibility – what are rules, why are rules needed – class rules Additional: School Mission Anti-Bullying Week NSPCC Pants Session Emotions (Colour Monster)	love, this Module explores how we take this calling into our family, friendships and relationships, and teaches strategies for developing healthy relationships and keeping safe. Additional: Children’s Mental Health Week E-Safety	called to love others in the wider community through service, through dialogue and through working for the Common Good. Additional: E-Safety Transition
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COMMUNICATION AND LANGUAGE
(Listening, Attention and Understanding)

Term 1	Term 2	Term 3
Understand how to listen carefully and why listening is important. Enjoy listening to longer stories and recall much of what happened. Pay attention to more than one thing at a time and show their attention to someone speaking to them. Understand a question or instruction that has two parts. Understand 'why' questions. Use longer sentences of four to six words and use joining words such as 'because', 'or', 'and'. Be able to express a point of view and to debate when they disagree with an adult or friend, using words as well as actions. Start a conversation with an adult or a friend and continue it for many turns.	Articulate their ideas and thoughts In well-formed sentences. Connect one Idea or action to another using connectives. 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. Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Describe events in some detail (beginning to use sequencing words) 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. Use new vocabulary in different contexts. Engage in non-fiction books Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.

Use talk to organise themselves and their play: "Let's go on a bus...you sit there...I'll be the driver.		Express their ideas and feelings about their experiences using full sentences, including use of past, present and
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Use future and past tense. Ask questions to find out more and to check they understand what has been said to them. Develop social phrases		future tenses and making use of conjunctions, with modelling and support from their teacher.
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Ongoing C&L Learning foci:

Learn new vocabulary.

Use new vocabulary throughout the day. Learn rhymes, poems and songs.

Engage in story times and recall events.

Hold conversation when engaged in back and forth exchanges with their teacher and peers.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT
(Self- Regulation, Managing Self, Building Relationships)

Term 1	Term 2	Term 3
Main focus: Building Relationships and Managing Self Select and use activities and resources, with help when needed. Play with other children, extending and elaborating play Ideas. Find solutions to conflicts and rivalries. Build constructive and respectful relationships See themselves as a valuable Individual. Express their feelings and consider the feelings of others, regulate behaviour accordingly. Know and talk about the different factors that support their overall health and wellbeing: regular physical activity and healthy eating.	Main focus: Managing Self and Self-Regulation Show Independence, resilience and perseverance In the face of challenge. Be confident to try new activities Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others. Know and talk about the different factors that support their overall health and wellbeing: toothbrushing and having a good sleep routine.	Know and talk about the different factors that support their overall health and wellbeing: healthy eating, sensible amounts of 'screen time', and being a safe pedestrian. Show sensitivity to their own and to others' needs. 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. Explain the reasons for rules, know right from wrong and try to behave accordingly.

	Show understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.	
Ongoing PSED Learning foci : Manage their own basic hygiene and personal needs. Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers.		

PHYSICAL DEVELOPMENT (Gross Motor Skills and Fine Motor Skills)		
Term 1	Term 2	Term 3

Introduction to PE Fundamentals	Gymnastics Dance	Games Ball Skills
Fine Motor Skills - using scissors, cutting, and sticking, play dough- kneading, rolling, and stretching. Using chopsticks and tweezers, painting with different materials-different sized paint brushes, cotton buds etc. tracing over lines and patterns, threading, moulding with clay, flicking and splatting, Gross Motor Skills -riding bikes and scooters, ball skills, throwing and catching, football, tennis, using large apparatus, obstacle courses, and moving and naming different body parts. Showing spatial awareness, travelling in a variety of ways, using equipment safely, using movement to respond to music.	Fine Motor Skills - using scissors, cutting, and sticking, play dough- kneading, rolling, and stretching. Using chopsticks and tweezers, painting with different materials, different sized paint brushes, cotton buds etc. Using small construction materials Gross Motor Skills - riding bikes and scooters, ball skills, throwing and catching, football, tennis, using large apparatus, obstacle courses, balancing, team races being different characters from our stories.	Fine Motor Skills - using scissors, cutting, and sticking, play dough- kneading, rolling, and stretching, making letters to write name/words. Using chopsticks and tweezers, painting with different materials, different sized paint brushes, cotton buds etc. winding toys, tying laces, using stones to write letters and words Gross Motor Skills - riding bikes and scooters, ball skills, throwing and catching, football, tennis, using large apparatus, obstacle courses, balancing, sports day practice, moving like the characters from our class stories e.g., stomping like the giant.
Ongoing PD Learning foci: Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines Including dance, gymnastics, sport and swimming. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop overall body-strength, balance, co-ordination and agility. Develop the foundation of a handwriting style which is clear, consistent, and promotes correct letter formation to support early writing skills.		

LITERACY (Comprehension, Word
Reading and Writing)
Floppy's Phonics/Kinetic Letters

Term 1	Term 2	Term 3
Understand the five key concepts about print.	Read some letter groups that each represent one sound and say sounds for them (consonant blends).	Read aloud simple sentences and books that are consistent with their phonics knowledge, including some common exception words.
Develop their phonological awareness, so that they can: spot and suggest rhymes, count or clap syllables in a word and recognise words with the same initial sound. Engage in extended conversations about stories, learning new vocabulary. Read Individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Segment short words (orally first and then written) Read a few common exception words matched to the school's phonic programme.	Read simple phrases and sentences made up of words with known letter-sound correspondence and, where necessary, a few exception words. Spell words by identifying the sounds and then writing the sounds with a letter or letters. Say a sound for each letter in the alphabet and at least 10 digraphs. Read simple phrases and sentences made up of words with known letter-sound correspondence 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.	Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Write short phrases and sentences with words with wellknown sound-letter correspondences (so that they can be read by others) using a capital letter and full stop. Form lower-case and capital letters correctly. Read aloud simple sentences and books that are consistent with their phonics knowledge, including some common exception words. Write short phrases and sentences with words with wellknown sound-letter

	Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sounds with a letter or letters.	correspondences (so that they can be read by others) using a capital letter and full stop. Re-read what they have written to check that It makes sense.
Ongoing Learning foci: Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems during role play. Read words consistent with their phonic knowledge and sound-blending.		

MATHEMATICS (WHITE ROSE
MATHS)
(Number and Numerical Patterns)

Term 1	Term 2	Term 3
Match, sort and compare Talk about measure and patterns It's me 1,2,3 Circles and Triangles	Alive in 5 Mass and capacity Growing 6,7,8 Length, height and time	To 20 and beyond How many now? Manipulate , compose and decompose Sharing and grouping

1,2,3,4,5 Shapes with 4 sides	Building 9 and 10 Explore 3-D shapes	Visualise, build and map Make connections
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UNDERSTANDING THE WORLD (Past and present, People, Culture and Communities and the Natural World)		
Term 1	Term 2	Term 3
Talk about members of their immediate family and community. Name and describe people who are familiar to them. Recognise that people have different beliefs and celebrate special times in different ways. Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways. Talk about the lives of the people around them and their roles in society.	Recognise some environments that are different from the one in which they live. Understand some important processes and changes in the natural world around them changing states of matter. 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 Recognise some similarities and differences between life in this country and life in other countries.	Explore the natural world around them, making observations and drawing pictures of animals and plants. Understand some important processes and changes in the natural world around 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 Recognise some similarities and differences between life in this country and life in other countries.
Ongoing UW Learning foci: Explore the natural world around them. Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on the world around them. Know some similarities and differences between different religious and cultural communities.		

MUSIC FOLLOWING CHARANGA
SCHEME

Term 1

Term 2

Term 3

Me! My stories Musical learning focus • Listening and responding to different styles of music • Embedding foundations of the interrelated dimensions of music • Learning to sing or sing along with nursery rhymes and action songs • Improvising leading to playing classroom instruments □ Share and perform the learning that has taken place	Everyone! Our World Musical learning focus • Listening and responding to different styles of music • Embedding foundations of the interrelated dimensions of music • Learning to sing or sing along with nursery rhymes and action songs • Improvising leading to playing classroom instruments • Singing and learning to play instruments within a song • Share and perform the learning that has taken place	Big Bear Funk Reflect, Rewind, Replay Musical learning focus: • Listening and appraising Funk music • Embedding foundations of the interrelated dimensions of music using voices and instruments • Learning to sing Big Bear Funk and revisiting other nursery rhymes and action songs • Playing instruments within the song • Improvisation using voices and instruments • Riff-based composition • Share and perform the learning that has taken place
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EXPRESSIVE ARTS AND DESIGN – Following Kapow Scheme (Art and Design and Design and Technology)
(Creating with Materials and Being Imaginative and Expressive)

Term 1	Term 2	Term 3
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Explore and engage in music making and dance, performing solo or in groups. 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. Explore and engage in music making and dance, performing solo or in groups.	Watch and talk about dance and performance art, expressing their feelings and responses. Explore and engage in music making and dance, performing solo or in groups. 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.	Return to and build on their previous learning, refining ideas and developing their ability to represent them. Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Explore and engage in music making and dance, performing solo or in groups. Create collaboratively, sharing Ideas, resources and skills. Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
		Listen attentively, move to and talk about music, expressing their feelings and responses.
Ongoing EAD Learning foci: Explore, use and refine a variety of artistic effects to express their ideas and feelings. Share their creations, explaining the process they have used. Sing in a group and on their own, increasingly matching the pitch and following the melody. 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. Develop storylines into their pretend play. Invent, adapt and recount narratives and stories with peers and their teacher. Make up props and materials when role play in characters in narratives and stories.		

