

Curriculum Overview

EYFS
Reception

*Charlestown
2022-23*

	Autumn	Autumn	Spring	Spring	Summer	Summer
Communication and Language	All About me!	Terrific Tales	Amazing Animals	Come Outside!	Ticket to Ride	Arctic Exploring
	<p><i>I am learning to:</i></p> <p>*engage in storytimes, developing my vocabulary</p> <p>use new vocabulary in different contexts</p> <p>listen carefully to rhymes and songs, paying attention to how they sound</p> <p>join in with whole class activities and concentrate for the duration. e.g. Nursery rhymes, Story Time</p> <p>follow a routine instruction, e.g. books away, sit on the carpet</p> <p>respond to a peers request (e.g. Can I have the ball?) and reply</p> <p>learn rhymes, poems and songs</p> <p>listen carefully and understand why listening is important</p> <p>use simple connectives in speech, e.g. and, but</p> <p>develop my social phrases</p>	<p><i>I am learning to:</i></p> <p>ask questions when I don't understand instructions</p> <p>use new vocabulary linked to new learning</p> <p>offer my ideas in small group contexts</p> <p>use new vocabulary through the day</p> <p>have fun saying new words in an exaggerated manner</p> <p>speak in whole class situations</p> <p>answer "How" questions</p> <p>connect one idea or action to another using a range of connectives</p>	<p><i>I am learning to:</i></p> <p>conduct a simple back and forth conversation, paying attention to peer/adult and responding appropriately</p> <p>show attentive listening skills at input times, e.g. during Phonics, and I am quick to act on instructions</p> <p>ask questions when I don't know what a word means</p> <p>discuss which category a word is in, for example: "A cabbage is a kind of vegetable. It's a bit like a sprout but much bigger"</p> <p>use non-fiction books, to extend my knowledge of the world and illustrate a current topic</p> <p>use full sentences, sometimes with encouragement, to express complete ideas</p>	<p><i>I am learning to:</i></p> <p>ask questions to find out more and to check that I understand what has been said in a variety of contexts</p> <p>listen to and talk about stories to build familiarity and understanding</p> <p>use complete sentences in my everyday talk</p> <p>offer small explanations that demonstrate my understanding on a topic/story</p> <p>answer "Why" questions.</p>	<p><i>I am learning to:</i></p> <p>use speech to organise simple activities and problems/conflicts</p> <p>use talk to help work out problems and organise my thinking and activities, and to explain how things work and why they might happen</p> <p>articulate my ideas and thoughts in well-formed sentences</p> <p>use recently-modelled language independently, across everyday contexts and all areas of learning</p>	<p><i>I am learning to:</i></p> <p>listen to and talk about selected non-fiction, developing a deep familiarity with new knowledge and vocabulary</p> <p>describe events in some detail, understanding that it is important to get things in the right order, using sequencing words</p> <p>retell a story, once I have developed a deep familiarity with the text, using some exact repetition and some in my own words</p>

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Personal Social and Emotional Development	<p>All About me!</p> <p><i>I am learning to:</i></p> <p>express my feelings and give simple reasons about why I feel that way</p> <p>follow familiar, routined instructions independently</p> <p>say 'please', 'thank you' and 'excuse me' at appropriate times</p> <p>behave appropriately in accordance with the class rules</p> <p>follow a simple instruction as part of a group, e.g. sit down, let's go outside</p> <p>try new activities independently, with an adult or with peers</p> <p>manage my own needs - use the toilet, wash and dry hands</p> <p>put on and fasten my coat independently (zip, buttons)</p> <p>make new and different friends so forming a wider friendship circle</p> <p>build constructive and respectful relationships with staff and peer</p> <p>demonstrate friendly behaviour, with new peers</p> <p>take turns with a little support</p>	<p>Terrific Tales</p> <p><i>I am learning to:</i></p> <p>consider the feelings of others.</p> <p>identify and name some common feelings: surprised, excited, frustrated, upset, cross, lonely, worried</p> <p>"bounce back" quicker after upsets and with more independence</p> <p>talk about why we take turns, wait politely, tidy up after ourselves, use manners and so on. about when they have felt this way</p> <p>put on and fasten my shoes independently (buckles, Velcro)</p> <p>talk about why it is important to wash and dry my hands thoroughly</p> <p>understand that at times my friends will want to play with others but that doesn't mean they are not my friend</p> <p>understand the importance of sleep and sleep routines.</p>	<p>Amazing Animals</p> <p><i>I am learning to:</i></p> <p>identify strategies for staying calm even when I'm frustrated.</p> <p>recognise when a peer is upset or cross</p> <p>talk about the role of the dentist, what happens when you go to the dentist and why it is important to have your teeth checked</p> <p>talk about sensible amounts of 'screen time'</p> <p>talk about my work and play, and show perseverance by reflecting and self-evaluating my work</p> <p>wait with increased patience</p> <p>make some closer friendships and seek out these friends to initiate play</p> <p>show kindness towards others by helping, listening and supporting them</p> <p>join in with a group of children who are playing and listen to their viewpoints and suggestions</p> <p>be a safe pedestrian and explain what it means to adhere to road safety rules.</p>	<p>Come Outside!</p> <p><i>I am learning to:</i></p> <p>explain to an adult what has happened when they are hurt or upset, using descriptive vocabulary</p> <p>link events (in books, real life etc) with feelings and discuss them</p> <p>moderate my own feelings when I've experienced anger or frustration</p> <p>understand how my actions affect other people</p> <p>discuss the consequences of my behaviour, when necessary</p> <p>complete short activities/tasks independently for 10 minutes</p> <p>take turns in conversation, listen to others views</p> <p>describe myself in positive terms and talk about abilities</p> <p>talk about the importance of physical activity on our body and mind</p> <p>understand that it is ok to make mistakes – this is an important part of learning</p> <p>show empathy in simple ways.</p>	<p>Ticket to Ride</p> <p><i>I am learning to:</i></p> <p>that discussion of thoughts is key and I'm beginning to learn that my friends may not always want to play what I want but that's ok.</p> <p>recognise when my behaviour was not in accordance with the rules and why it is important to respect class rules and behave correctly towards others</p> <p>begin to solve small conflicts, without adult support, by speaking to my peers and being assertive</p> <p>discuss healthy food choices and sort healthy foods from less nutritional food</p> <p>set my own goals and achieve them</p> <p>initiate conversations and attend to and takes account of what others say</p> <p>identify and model kind and considerate behaviour to both staff and peers</p> <p>undress independently for P.E., with help for buttons.</p>	<p>Arctic Exploring</p> <p><i>I am learning to:</i></p> <p>develop my problem solving skills, by talking through how I resolved a problem or difficulty</p> <p>create rules and codes for behaviour within the classroom</p> <p>hold back & forth conversations, listening to my peers' ideas and responding appropriately</p> <p>explain my own knowledge and understanding, and asks appropriate questions of others</p> <p>show understanding of another child's perspective in discussion</p> <p>follow two-step instructions</p> <p>be confident to speak to others about own needs, wants, interests and opinions</p> <p>dress and undress for PE independently</p>
	SCARF Unit	Me and my Relationships	Valuing Difference	Keeping Myself Safe	Rights and Responsibilities	Being my Best

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Physical Development Fine Motor	All About me! <i>I am learning to:</i> use a range of tools competently, safely and confidently cut straight lines with scissors draw circles, horizontal/vertical lines use a knife and fork to cut food at lunch time draw simple pictures which can be recognised.	Terrific Tales <i>I am learning to:</i> form all of the letters of my name correctly. position some letters correctly on a line. use a tripod grip	Amazing Animals <i>I am learning to:</i> use scissors to cut out a simple shape independently form recognisable letters for the full alphabet.	Come Outside! <i>I am learning to:</i> write my first and second name, forming the letters correctly.	Ticket to Ride <i>I am learning to:</i> form all letters correctly	Arctic Exploring <i>I am learning to:</i> position all letters correctly on a line (aspirational)
Physical Development Gross Motor	All About me! <i>I am learning to:</i> move with developing control and grace travel with more speed and control use my core muscle strength to achieve a good posture when sitting at a table or sitting on the floor spin, rock, tilt, slide and bounce	Terrific Tales <i>I am learning to:</i> balance and ride on a two-wheeled balance bike run fast and stop on request jump over a line throw, catch and aim large balls.	Amazing Animals <i>I am learning to:</i> use physical skills like lifting, carrying, pushing, pulling, constructing, stacking and climbing quickly change speed and direction	Come Outside! <i>I am learning to:</i> balance and engage in dance, gymnastics and sport throw, catch and aim small balls	Ticket to Ride <i>I am learning to:</i> balance and ride on a two-wheeled pedal bike without stabilisers	Arctic Exploring <i>I am learning to:</i> confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group

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Reading Comprehension - Developing a passion for reading	All About me! <i>I am learning to:</i> recount simple story answer why questions recognise labels in my classroom environment talk about my favourite stories and know books are written	Terrific Tales <i>I am learning to:</i> use the correct vocabulary to name text related concepts, for example: character, setting, beginning and end sequence three or more events from a story provide simple reasons for actions and events	Amazing Animals <i>I am learning to:</i> understand story 'middles', eg: problem, event and how they are solved at the end show interest in Non-fiction books e.g. I love fire engines and therefore want to read a book about fire engines start to retell verbally main events of a well-known story	Come Outside! <i>I am learning to:</i> Begin to reason and explain events answering how questions begin to imagine and speculate 'What if....?' 'questions' peruse books for pleasure and start to choose books independently relate some stories to my own experiences	Ticket to Ride <i>I am learning to:</i> recount simple stories, looking for patterns and be able to ask questions about what happened before.	Arctic Exploring <i>I am learning to:</i> use the terms: author, illustrator, blurb, contents page and index retell stories in my own words, using recently introduced vocabulary
	All About me! <i>I am learning to:</i> read individual letters by saying the sounds for them blend sounds into words, so I can read short words made up of known letter- sound correspondences	Terrific Tales <i>I am learning to:</i> read some letter groups that each represent one sound and say sounds for them *read a few common exception words matched to the school's phonic programme.	Amazing Animals <i>I am learning to:</i> read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words	Come Outside! <i>I am learning to:</i> re-read books to build up my confidence in word reading, my fluency and my understanding and enjoyment	Ticket to Ride <i>I am learning to:</i> say a sound for each letter in the alphabet and at least 10 digraphs	Arctic Exploring <i>I am learning to:</i> read words that are consistent with my phonic knowledge by sound-blending read aloud simple sentences and books that are consistent with my phonic knowledge, including some common exception words

Reading Read Write Inc Expectations	All About me!	Terrific Tales	Amazing Animals	Come Outside!	Ticket to Ride	Arctic Exploring	
	Phonic Sounds: RWI Set 1 whole class Reading: Initial sounds, oral blending, CVC sounds, reciting know stories, listening to stories with attention and recall. Help children to read the sounds speedily. This will make sound-blending easier Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge.	Phonic Sounds: RWI Differentiated groups Reading: Blending CVC sounds, rhyming, alliteration, knows that print is read from left to right. Spotting diagraphs in words. Show children how to touch each finger as they say each sound. For exception words such as 'the' and 'said', help children identify the sound that is tricky to spell.	Phonic Sounds: RWI Differentiated groups / Ditties Reading: Rhyming strings, common theme in traditional tales, identifying characters and settings. Help children to become familiar with letter groups, such as 'th', 'sh', 'ch', 'ee' 'or' 'igh'. Provide opportunities for children to read words containing familiar letter groups: 'that', 'shop', 'chin', 'feet', 'storm', 'night'..	*re-read Phonic Sounds: RWI Differentiated groups Reading: Story structure-beginning, middle, end. Innovating and retelling stories to an audience, non-fiction books. Listen to children read some longer words made up of letter-sound correspondences they know: 'rabbit', 'himself', 'jumping'. Children should not be required to use other strategies to work out words.	Phonic Sounds: RWI Differentiated groups: Reading: Non-fiction texts, Internal blending, Naming letters of the alphabet. Distinguishing capital letters and lower case letters. Note correspondences between letters and sounds that are unusual or that they have not yet been taught, such as 'do', 'said', 'were'.	Phonic Sounds: RWI Differentiated groups Reading: Reading simple sentences with fluency. Reading CVCC and CCVC words confidently. End of term assessments Transition work with Year 1 staff	

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Writing Physical & Technical Development	All About me!	Terrific Tales	Amazing Animals	Come Outside!	Ticket to Ride	Arctic Exploring
	<i>I am learning to:</i> begin to form/write known graphemes sit correctly with good posture when seated at a table to write	<i>I am learning to:</i> use a tripod grip begin to form/write known graphemes correctly	<i>I am learning to:</i> form lower-case correctly begin to write short sentences with words with known sound-letter correspondences	<i>I am learning to:</i> write short sentences with words with known sound-letter correspondences use common capital letters for my names and given texts e.g I, 'T' as in : The.... re-read what I have written to check that it makes sense	<i>I am learning to:</i> begin to use full stops and letter spacing position all letters correctly on a line (not expected but a target to work towards) form capital letters correctly	<i>I am learning to:</i> use full stops and letter spacing (aspirational)

Writing Developing Communication & Meaning	All About me!	Terrific Tales	Amazing Animals	Come Outside!	Ticket to Ride	Arctic Exploring
	<p>I am learning to:</p> <p>write simple vc words</p> <p>label images with initial sounds or vc/cvc words</p>	<p>I am learning to:</p> <p>write simple cvc words</p> <p>write simple common words. Eg: I, Mum, Dad, Nana.</p> <p>attempt to construct a simple sentence, writing the initial and end sounds in words</p>	<p>I am learning to:</p> <p>write labels and captions independently</p> <p>create simple phrases with meaning (I went to ... I can...It is a...)</p> <p>begin to think of imaginary sentences</p>	<p>I am learning to:</p> <p>use my increasing bank of sight vocabulary in my independent writing from memory</p> <p>think of imaginary sentences</p> <p>use plausible phonetical spelling of unfamiliar words in my writing</p>	<p>I am learning to:</p> <p>use a full stop</p> <p>use finger spaces</p> <p>write a short sentence, with support</p>	<p>I am learning to:</p> <p>write a short sentence, without support</p> <p>read my sentence to you</p> <p>know you will be able to read my writing and understand it.</p>

	Autumn	Autumn	Spring	Spring	Summer	Summer
Mathematics NCETM Mastering Number	All About me! / Terrific Tales		Amazing Animals / Come Outside!		Ticket to Ride / Arctic Exploring	
	<p>I am learning to:</p> <p>identify when a set can be subitised and when counting is needed</p> <p>subitise different arrangements, both unstructured and structured, including using the Hungarian number frame</p> <p>make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills</p> <p>spot smaller numbers 'hiding' inside larger numbers</p> <p>connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers</p> <p>hear and join in with the counting sequence, and connect this to the 'staircase' pattern of the counting numbers, seeing that each number is made of one more than the previous number</p> <p>develop counting skills and knowledge, including: that the last number in the count tells us 'how many' (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds</p> <p>compare sets of objects by matching</p> <p>begin to develop the language of 'whole' when talking about objects which have parts</p>		<p>I am learning to:</p> <p>continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals</p> <p>begin to identify missing parts for numbers within 5</p> <p>explore the structure of the numbers 6 and 7 as '5 and a bit' and connect this to finger patterns and the Hungarian number frame</p> <p>focus on equal and unequal groups when comparing numbers</p> <p>understand that two equal groups can be called a 'double' and connect this to finger patterns</p> <p>sort odd and even numbers according to their 'shape'</p> <p>continue to develop their understanding of the counting sequence and link cardinality and ordinality through the 'staircase' pattern</p> <p>order numbers and play track games</p> <p>join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers</p>		<p>I am learning to:</p> <p>continue to develop their counting skills, counting larger sets as well as counting actions and sounds</p> <p>explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame</p> <p>compare quantities and numbers, including sets of objects which have different attributes</p> <p>continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2</p> <p>begin to generalise about 'one more than' and 'one less than' numbers within 10</p> <p>continue to identify when sets can be subitised and when counting is necessary</p> <p>develop conceptual subitising skills including when using a rekenrek</p>	

Mathematics Shape and Space	All About me! <i>I am learning to:</i>	Terrific Tales <i>I am learning to:</i>	Amazing Animals <i>I am learning to:</i>	Come Outside! <i>I am learning to:</i>	Ticket to Ride / Arctic Exploring <i>I am learning to:</i>
	select, rotate and manipulate shapes in order to develop spatial reasoning skills	*find 2D shapes within 3D shapes	make my own ABBC pattern	identify and name 3D shapes (cylinder, cube, cuboid, sphere) talk about their properties	create a pattern that has a fixed number of spaces
	continue, copy and create repeating patterns: AB, ABB patterns	make a direct comparison using tall and short	understand morning, afternoon, day, night	use language and make direct comparisons of capacity	understand and use the words: near, far, direction, left, right, towards, fast, slow, nearest, furthest
	recite the days of the week	understand and use the language: next to, between, below, above, under, in front, behind, close to, far away	order a simple sequence of events	understand and use the language: forwards, backwards, sideways, through, above, below, opposite	use language and make direct comparisons of weight.
	begin to understand yesterday, today, tomorrow	identify straight and curved sides on 2D shapes and flat and curved faces on 3D shapes.			

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Understanding the World Natural World	All About me! <i>I am learning to:</i>	Terrific Tales / Amazing Animals <i>I am learning to:</i>		Come Outside! <i>I am learning to:</i>	Ticket to Ride <i>I am learning to:</i>	Arctic Exploring <i>I am learning to:</i>
	recall common weather patterns and notice patterns/clusters in weekly weather talk about the natural world around me (e.g. frosty grass, bare trees, buds, new growth, puddles).	talk about how Summer changes into Autumn. talk about the natural world around me (frosty grass, bare trees, buds, new growth, puddles) that vegetables grow, e.g. fruit comes from trees, flour comes from wheat. (Little Red Hen) that some materials and food change when cooked		describe and explore 'properties' of food name some spring plants such as daffodils, snowdrops, dandelions, daisies, buttercups explain that seeds grow into plants name, observe and draw plants name and investigate an increasing range of plants that give us food that vegetables grow, e.g. fruit comes from trees, flour comes from wheat	talk about rubbish and the importance of recycling describe the characteristics of materials	*talk about the features of animals that live in similar places and suggest reasons why use my senses outside to explore shadows talk about the danger of looking directly at the sun
Science Unit	Ourselves Autumn / Trees	Autumn / Trees Humpty Dumpty		Winter Animals in my Garden	Christopher Nibble Spring / Farm	Dinosaurs Day Out

Understanding the World People, Communities & Culture	All About me! <i>I am learning to:</i> talk about times that are special to me and why talk about the people who help us in our community draw pictures of my house begin to talk about my journey to and from school and what I see en-route	Terrific Tales <i>I am learning to:</i> talk about some similarities and differences between different religious and cultural communities in this country that people have different beliefs and have special stories that are important to them	Amazing Animals <i>I am learning to:</i> Know that some environments are different to where I live	Come Outside! <i>I am learning to:</i> talk about things I find interesting, puzzling or wonderful.	Ticket to Ride <i>I am learning to:</i> draw pictures of my house, school and other places in my local environment talk about my journey to and from school and what I see en-route talk about the different journeys I make describe the environment where I live understand the use of: playgrounds, parks, offices, hall, carpark	Arctic Exploring <i>I am learning to:</i> talk about some similarities and differences between life in this country and life in another discuss holidays and places I have been beyond my local community
	RE Units	F5: Where do we belong?	F4: Which times are special and why?	F6: What is special about our world	F2: Which people are special and why?	F3: which places are special and why?
Understanding the World Past & Present	All About me! <i>I am learning to:</i> talk about the roles people have in my community I can recognise older and newer in buildings	Terrific Tales <i>I am learning to:</i> tell you about traditional stories from the past	Amazing Animals	Come Outside! <i>I am learning to:</i> talk about some similarities and differences between things in the past and now	Ticket to Ride <i>I am learning to:</i> talk about familiar situations from the past, looking at photos of the school and locality where I live recognise older and newer in buildings, cars, buses	Arctic Exploring <i>I am learning to:</i> understand the past through characters and events in books and storytelling.

	Autumn	Autumn	Spring	Spring	Summer	Summer
Expressive Arts and Design Creating with materials	All About me! <i>I am learning to:</i> draw a self portrait use colours for a purpose draw bodies of an appropriate size when representing my family use different size brushes, selecting fine brushes to add detail use paints and brushes to make a range of marks – dots, dabs, zig zags, wavy adapt my construction to achieve a desired outcome.	Terrific Tales <i>I am learning to:</i> name the primary colours. mix two colours to make the secondary colours. mix colours and know the colour I want to create develop simple patterns by printing with objects using range of materials create different textures and combine media to create new effects manipulate clay and use a simple technique to achieve a planned effect construct with a purpose in mind, using a variety of resources.	Amazing Animals <i>I am learning to:</i> use larger scale loose parts to create create collaboratively, sharing ideas, resources and skills improve my models participate in collaborative, creative activities use rolled up paper and artstraws, pipecleaners to create structures and objects return to and build on my previous learning, refining ideas recreate the work of Henri Matisse	Come Outside! <i>I am learning to:</i> select tools and techniques needed to shape, assemble and join materials weave with a range of fabrics	Ticket to Ride <i>I am learning to:</i> mix colours and know how to change the shade of colour work in a group to create a 3D model, using materials such as paper to add extra detail use a variety of art tools with greater accuracy draw into clay with simple tools choose materials to achieve a goal	Arctic Exploring <i>I am learning to:</i> explain how I created something to my peers including why I chose a particular technique/material and how it is fit for purpose return to and extend my creative learning

<p style="text-align: center;">Expressive Arts and Design Being Imaginative and expressive</p>	<p style="text-align: center;">All About me!</p> <p><i>I am learning to:</i></p> <p>sing in a group or on my own, matching the pitch and following the melody</p> <p>request a favourite song/rhyme</p> <p>sing along to favourite songs</p> <p>develop storylines in my pretend play</p> <p>develop storylines through small-world or role-play with peers</p> <p>listen to music and talk about how it makes me feel.</p>	<p style="text-align: center;">Terrific Tales</p> <p><i>I am learning to:</i></p> <p>know and join in with nursery rhymes and favourite songs</p> <p>make up my own songs</p> <p>*take part in simple, pretend play often based on familiar experiences</p> <p>play cooperatively as part of a group to develop and act out a narrative</p> <p>create my own beats with musical instruments/body percussion</p>	<p style="text-align: center;">Amazing Animals</p> <p><i>I am learning to:</i></p> <p>change a song/rhyme to create a desired effect</p> <p>use enhancements to extend my imaginative play</p> <p>use fabric, boxes, tubes and joining materials to make props</p> <p>talk about my favourite music or song and why I like it</p>	<p style="text-align: center;">Come Outside!</p> <p><i>I am learning to:</i></p> <p>sing songs from own culture in home language</p> <p>use different materials (larger sizes), to add to costumes and make my own</p> <p>move my body in a variety of ways to a song or piece of music</p>	<p style="text-align: center;">Ticket to Ride</p> <p><i>I am learning to:</i></p> <p>perform familiar songs/rhymes in a small group and make it sound nice</p> <p>*create more complex narratives in my pretend play, building on the contributions of my peers</p>	<p style="text-align: center;">Arctic Exploring</p> <p><i>I am learning to:</i></p> <p>retell parts of familiar stories through use of puppets, toys, masks or small-world</p> <p>engage in music and follow a story map creating a musical accompaniment</p> <p>perform in a performance</p> <p>dance in a sequence of learnt moves</p>
	<p style="text-align: center;">CHARANGA Unit</p>	Me!	My Stories	Everyone!	Our World	Big Bear Funk