

'Shine like stars in the world. 'Philippians 2:15



St Paul's Church of England Primary School

EYFS

Curriculum Overview and Progression of Knowledge and Skills

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This overview should be seen as a planning guide for the year, although some subject matter may change due to child-initiated planning ideas. Progression of knowledge and skills remains unchanged.

The Possible Themes/Interests/Lines of Enquiry/Possible Trips table should be read in conjunction with the table below.

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Possible Themes/Interests/Lines of Enquiry/Possible Trips	STARTING SCHOOL/ALL ABOUT ME Baseline Assessment All about me – self-portraits/bunting Family trees – God’s World Harvest Autumn Welcome Service	Maths Story Book Week – The Very Hungry Caterpillar Celebrations Lost and Found Bonfire Night Christmas/Father Christmas story Christmas around the world The Nativity Christingle Diwali Theatre Trip Chinese New Year Winter Why do Christians believe Jesus is special? Arts Week (biannually)	Chinese New Year Winter Why do Christians believe Jesus is special? Arts Week (biannually)	Salvation – What is so special about Easter? Pancake Day Spring Mothering Sunday Spring flower painting World Book Day	Who cares for this special world? Cultural picnic – Grovelands Park Annual Service of thanksgiving Planting/Gardening	Salvation - How did Jesus rescue people? Buddhism – The Monkey King Whipsnade Zoo Summer Transition
Child initiated planning ideas will be provided weekly by our focus children.						
Characteristics of Effective Learning	<ul style="list-style-type: none"> • Playing and Exploring <ul style="list-style-type: none"> - children investigate and experience things, and 'have a go' • Active Learning <ul style="list-style-type: none"> - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements • Creating and Thinking Critically <ul style="list-style-type: none"> - children have and develop their own ideas, make links between ideas, and develop strategies for doing things 					

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Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Communication and Language</p> <p>(Listening, Attention and Understanding / Speaking)</p> <p>Prime Area</p> <p>Long-Term Memory Development</p> <ul style="list-style-type: none"> Recite school prayers Sing songs and join in with familiar rhymes/poems Use social phrases Retell a story Use learnt vocabulary in appropriate contexts Understand how to listen carefully and why listening is important Know how to ask questions to find out more Articulate their ideas and thoughts in well-formed sentences Talk about stories that are familiar to them 	<p>Children learn, retain and use new vocabulary. Listen carefully to rhymes and songs, paying attention to how they sound. Use new vocabulary in different contexts. Use new vocabulary through the day. Learn rhymes, poems, and songs.</p>					
	<p>Understand how to listen carefully and why listening is important.</p> <p>Children talk about themselves and their family.</p> <p>Engage in story times.</p> <p>Children listen to prayers and Bible stories.</p> <p>Children become familiar with school rules</p>	<p>Develop relationships through conversations and discussions.</p> <p>Engage in story times and discussions.</p> <p>Children begin to learn our class and school prayers.</p> <p>Children participate in our Reception Nativity, saying lines and acting out the story through movement.</p> <p>Through visits to our church, collective worship, and class-based enquiry, children develop an understanding of celebrations throughout the world.</p>	<p>Children articulate their ideas and thoughts in well-formed sentences.</p> <p>Children connect one idea or action to another using a range of connectives.</p> <p>Engage in non-fiction books, discovering and investigating new topics and enjoying rich new vocabulary.</p> <p>Through learning opportunities and discussions, children begin to theme their own environment to reflect their interests and what they have been learning.</p>	<p>Children describe events in some detail.</p> <p>Children use talk to solve problems and organise thinking.</p> <p>Children develop curiosity, enjoying activities and explaining how things work and why they might happen.</p>	<p>Through many learning experiences, visits and practical activities children have developed skills of enquiry where they confidently ask how and why.</p> <p>Classroom environment reflects this stage in their learning with the voice of the child leading displays and evident within them.</p> <p>Children are able to identify the next step in their learning.</p>	<p>Children can retell stories once they have developed a deep familiarity with the text; they are confident to make sensible predictions and develop alternative endings to familiar stories.</p> <p>Children use new vocabulary in different contexts.</p> <p>Children confidently discuss their learning and talk about what they would like to learn next.</p> <p>Children concentrate well, displaying a readiness for more formal learning.</p>
<p>ELG: Listening, Attention and Understanding Children at the expected level of development will:</p> <ul style="list-style-type: none"> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; Make comments about what they have heard and ask questions to clarify their understanding; Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. <p>ELG: Speaking</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. 						

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Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Personal, Social and Emotional Development</p> <p>(Self-Regulation/Managing Self/Building Relationships)</p> <p><i>Prime Area</i></p> <p>Long-Term Memory Development</p> <ul style="list-style-type: none"> • See themselves as a valuable individual • Built constructive and respectful relationships • Express their feelings • Consider the feelings of others • Use problem-solving skills to resolve a problem or difficulty • Use strategies for staying calm in the face of frustration • Be able to tidy up after themselves, take turns and wait politely • Respect class rules • Manage own hygiene: washing hands before eating their food, going to the toilet independently • Understand the importance of good health: oral health and healthy eating 	<p>Children learn to manage emotions. Children develop a positive sense of self. Children learn to have confidence in their own abilities. Children develop friendships and learn to negotiate.</p>					
	<p>Children see themselves as a valuable individual.</p> <p>Children get to know each other.</p> <p>Children begin to express their feelings and consider the feelings of others.</p> <p>Children begin to take turns with others.</p> <p>Children listen to what the teacher says.</p>	<p>Children show resilience and perseverance in the face of challenge.</p> <p>Children identify and moderate their own feelings socially and emotionally.</p> <p>Children are confident to try new activities.</p> <p>Children manage own basic hygiene and personal needs.</p> <p>Children understand the importance of good health, including oral health and healthy eating</p> <p>Children are developing friendships.</p>	<p>Children have developed empathy and show understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Children work towards simple goals.</p> <p>Children are confident to try new activities, both in school and outside.</p> <p>Children understand and can explain the reasons for rules.</p>	<p>As the children's friendships have developed, they are now able to think about the perspectives of others.</p> <p>Children manage their own needs.</p> <p>Children enjoy their learning in school and are confident to talk about what they would like to learn next.</p>	<p>Children are confident to multi-task in the classroom.</p> <p>Children are aware that they are ready to move on to the next stage in their learning.</p> <p>Children happily discuss making the transition to Year 1.</p>	
	<p>ELG: Self-Regulation Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. <p>ELG: Managing Self Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; • Explain the reasons for rules, know right from wrong and try to behave accordingly; • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. <p>ELG: Building Relationships Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Work and play cooperatively and take turns with others; • Form positive attachments to adults and friendships with peers; • - Show sensitivity to their own and to others' needs. 					

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Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Physical Development (Gross motor Skills/Fine Motor Skills) Prime Area Long-Term Memory Development <ul style="list-style-type: none"> • Be able to roll, crawl, walk, jump, run, hop, skip, climb • Be able to use a ball in a variety of ways: throwing, catching, kicking, bouncing, batting and aiming • Hold a pencil using the tripod grip • Use scissors safely and competently • Talk about the different factors that support their overall health and wellbeing: exercise, healthy eating, toothbrushing, sleep, being safe • Eat with good manners • Lining up successfully 	Children 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 spoon. Children use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Children develop overall body-strength, balance, co-ordination, and agility through games sessions where they use equipment and our outdoor area.						
	Children further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene Children develop fine motor skills- holding pencil correctly, using scissors etc	Children revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing. Children develop fine motor skills- holding pencil correctly, using scissors etc Children learn how to use their core muscle strength to achieve a good posture	Children further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming. Children develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball. Develop fine and gross motor skills.	Children know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.	Children combine different movements with ease and fluency. Children develop the foundations of a handwriting style which is fast, accurate and efficient.	Children confidently and safely use a range of large and small apparatus indoors and outside and in a group.	
	ELG: Gross Motor Skills Children at the expected level of development will: <ul style="list-style-type: none"> • Negotiate space and obstacles safely, with consideration for themselves and others; • Demonstrate strength, balance and coordination when playing; • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. ELG: Fine Motor Skills Children at the expected level of development will: <ul style="list-style-type: none"> • Hold a pencil effectively in preparation for fluent writing using the tripod grip in almost all cases; • Use a range of small tools, including scissors, paint brushes and cutlery; • Begin to show accuracy and care when drawing. 						

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Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Literacy</p> <p>(Comprehension/Word Reading/Writing)</p> <p>Specific Area</p> <p>Long-Term Memory Development</p> <ul style="list-style-type: none"> • Read individual letters by saying the sounds for them • Blend sounds into words • Know phase 2/3 digraphs and trigraphs • Read phase 2/3 tricky words • Read simple captions and sentences made up of words with known letter-sound correspondences • Read books appropriate to their phonic level • Form lower-case and capital letters • Spell words by identifying the sounds and then writing the letter/s • Write short sentences with words with known sound-letter correspondences using a capital letter and full stop • Re-read what they have written to check that it makes sense • Use learnt vocabulary to retell stories • Use appropriate vocabulary when anticipating events in stories 	<p>Children develop a love of story. They begin to retell stories and narratives using their own words. Children predict what might happen next; they can suggest alternative endings to stories. Children explore non-fiction text, rhymes and poems. Children develop language through role-play. Children learn to read (phonics reading scheme supplemented by book band free choice) and write simple sentences and phrases. Children learn phonics progressively using Unlocking Letters and Sounds.</p>					
	<p>Children begin to read individual letters by saying the sounds for them.</p> <p>Children enjoy stories and rhymes in the classroom.</p> <p>Children anticipate (where appropriate) key events in stories.</p> <p>Children write their name.</p>	<p>Children demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Children anticipate (where appropriate) key events in stories.</p> <p>Children use story language in role-play.</p> <p>Children say a sound for each letter in the alphabet.</p> <p>Children begin to blend.</p> <p>Children begin to write graphemes, some of which are correctly formed.</p>	<p>Children enjoy a greater range of stories; they are confident to choose books they are interested in and want to learn about.</p> <p>Children explore different forms of writing, e.g lists and letters.</p> <p>Children begin to write familiar words.</p> <p>Children transfer their ideas into sentences.</p> <p>Children are progressing through learning phonics and are transferring their skills to their writing, sometimes writing full sentences.</p>	<p>Children are making progress through our phonics-based reading scheme.</p> <p>Children can write simple sentences, captions and phrases.</p> <p>Children can blend and decode many digraphs and trigraphs.</p> <p>Children recognise frequently used tricky words.</p> <p>Children use phonics skills to spell.</p>	<p>Children use capital letters and full stops when writing sentences.</p> <p>Children enjoy a wide range of books and texts.</p> <p>Children explore real words and pseudo words.</p> <p>Children enjoy playing literacy games.</p> <p>Children use their phonic skills to read and spell words.</p> <p>Children demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Children anticipate (where appropriate) key events in stories.</p> <p>Children use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p> <p>Children read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>Children write simple phrases and sentences that can be read by others.</p>	<p>Children write short sentences using capital letters and full stops.</p> <p>Children re-read what they have written to check that it makes sense.</p> <p>Children use narrative skills and story knowledge when they re-enact in play.</p> <p>Children make story predictions and can suggest alternative endings.</p> <p>Children develop their vocabulary through their learning; this is evident both in their conversations and in their writing.</p> <p>Children read and recognise common exception words and are beginning to use them in their writing. Writing is decodable and can be read by others.</p>

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ELG: Gross Motor Skills

Children at the expected level of development will:

- Negotiate space and obstacles safely, with consideration for themselves and others;
- Demonstrate strength, balance and coordination when playing;
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

ELG: Fine Motor Skills

Children at the expected level of development will:

- Hold a pencil effectively in preparation for fluent writing using the tripod grip in almost all cases;
- Use a range of small tools, including scissors, paint brushes and cutlery;
- Begin to show accuracy and care when drawing.

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<p>Phonics</p> <p>Long-Term Memory Development</p> <p>Phase 2:</p> <ul style="list-style-type: none"> • Know at least 19 letters • Blend and segment with letters • Read some VC and CVC words • Spell some VC and CVC words • Read two-syllable words • Read simple captions • Read tricky words: the, to, go, no <p>Phase 3:</p> <ul style="list-style-type: none"> • Know an additional 25 graphemes (e.g. oa) • Know letter names • Read and spell tricky words: no, go, I, the, to, he, she, we, me, be, was, my, you, they, her, all, are <p>Phase 4:</p> <ul style="list-style-type: none"> • Use their knowledge of graphemes when reading and spelling words containing adjacent consonants and polysyllabic words 	<p>Phase 2/3</p> <p>Unlocking Letters and Sounds</p> <ul style="list-style-type: none"> • Phase 2 Autumn 1 • Phase 3 Autumn 2 • Phase 2 actions, images and handwriting • Phase 3 actions, images and handwriting • Practise letter sounds • Oral segmentation and blending • Reading and writing phase 2 and 3 HFW and CEW • Teach segmentation for spelling. <p>PROGRESS</p> <p>Secure at phase 2 by the end of Autumn 1.</p>		<p>Phase 3</p> <p>Unlocking Letters and Sounds</p> <ul style="list-style-type: none"> • Phase 3 • Phase 3 Mastery • Practise blending for reading. • Practise segmentation for spelling. • Reading and writing of phase 3 CEW • Read two-syllable words. • Practise reading and writing captions/sentences. <p>PROGRESS</p> <p>Secure at phase 3 mastery by end of Spring 2.</p>		<p>Phase 4</p> <p>Unlocking Letters and Sounds</p> <ul style="list-style-type: none"> • Phase 4 • Phase 4 mastery • Introduce and practise reading and spelling CVCC words. • Teach blending of polysyllabic CVCC and CCVC words. • Teach blending of CCVCC words and polysyllabic CCVCC words • Teach blending of CCCVCC words • Teach reading and spelling of phase 4 CEW • Introduce and practise reading and spelling words with adjacent consonants. • Practise reading polysyllabic words • Writing sentences. <p>PROGRESS</p> <p>Secure at phase 4 by end of Summer 2.</p>	

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Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Individual Reading	Pink Book Band	Letters and Sounds Phase 2 Decodable	Red Book Band	Letters and Sounds Phase 3 Decodable	Yellow Book Band	Letters and Sounds Phase 3 Decodable	GDS Blue Band Green Band
Literature Coverage (Focus children's interests will add to the range of books throughout the year.)	<ul style="list-style-type: none"> • Usborne Children's Bible • Here We Are • Celebrations Around the World • T'was the Night Before Christmas • On Sudden Hill • The Mega Magic Hair Swap • Binny's Diwali • The Very Hungry Caterpillar (Maths) 		<ul style="list-style-type: none"> • Usborne Children's Bible • Lost and Found • Naughty Bus • The Train Ride • Journey • Handa's Surprise 		<ul style="list-style-type: none"> • Usborne Children's Bible • Little Heroes of Colour • Jobs People Do • The Gruffalo • The Rainbow Fish • What the Ladybird Heard • Fruits • Blue Chameleon 		

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<p>Mathematics</p> <p>(Number/Numerical Patterns)</p> <p>Specific Area</p> <p>Long-Term Memory Development</p> <ul style="list-style-type: none"> Count objects, actions and sounds Count in order Match one number name to each item Subitise up to 5 Link the number symbol (numeral) with its cardinal value Count beyond 10 Compare numbers using: more than, less than, fewer, the same as, equal to. Understand the 'one more than/one less than' relationship between consecutive numbers Know the composition of some numbers to 10 Automatically recall number bonds for numbers 0-10 Know names of some 2D and 3D shapes Identify some 2D and 3D shapes Compose and decompose shapes Continue, copy and create repeating patterns Compare weight, length and capacity 	<p>Children count daily including counting in 2s. Children explore number as they play. Children explore pattern as they play.</p>					
	<p>Children sort and match objects.</p> <p>Children compare amounts up to 5.</p> <p>Children compare size, mass and capacity.</p> <p>Children explore patterns and repeating patterns.</p> <p>Children identify representations of 1,2,3.</p> <p>Children explore the composition of 1,2,3.</p> <p>Children look at shape in the classroom environment.</p>	<p>Children recognise and count on and back to 4.</p> <p>Children begin to subitise up to 5.</p> <p>Children practice counting forwards and backwards.</p> <p>Children learn to use 5 frames.</p> <p>Children investigate one more/one less.</p> <p>Children build and count – different shapes (with 5).</p> <p>Children order numbers on a washing line up to 5.</p> <p>Children begin to learn the names of 2D shapes.</p> <p>Children discuss night and day by ordering their daily routines.</p> <p>Children learn the days of the week through stories</p>	<p>Children begin to learn why zero is important.</p> <p>Children play number games comparing numbers to 5.</p> <p>Children subitise 0-5 with objects/dots.</p> <p>Children discuss amounts using the language fewer/same/more.</p> <p>Children look at different ways to make 4 and 5.</p> <p>Children explore number bonds to 5.</p> <p>Children use classroom equipment to compare mass and capacity.</p> <p>Children are confident with 2D shapes, being able to name them and identify them.</p> <p>Children play counting games, representing 6,7,8 in different ways.</p> <p>Children count out from a larger group.</p> <p>Children use sorting objects, bowls and number cards to make pairs.</p> <p>Children combine 2 groups – early doubling.</p> <p>Children explore part whole model.</p> <p>Children investigate length and height.</p> <p>Children use language associated with time – yesterday, today, tomorrow</p>	<p>Children count to 10 forwards and back.</p> <p>Children investigate and show different ways of representing 9 and 10.</p> <p>Children develop their knowledge of how to compare numbers to 10.</p> <p>Children subitise larger numbers (beyond 5) and explore their composition (e.g. 9 is 3,3,3)</p> <p>Children expand their knowledge of number bonds to 10 – ten frames, fingers, beads etc.</p> <p>Children begin exploring, investigating and practicing halving/doubling/sharing.</p> <p>Children begin to learn the names of 3D shapes.</p> <p>Children further explore repeated patterns e.g AB, ABB and ABBC</p> <p>Children practise estimating a number of different objects.</p>	<p>Children consolidate and further develop their knowledge and progression in their key skills for:</p> <ul style="list-style-type: none"> Subitising Counting Composition Sorting and matching Comparing and ordering Numbers and counting patterns beyond 10 How many is 100? Jigsaws and shape puzzles Matching shapes and patterns Shape puzzles – squares, rectangles and triangles Adding more and taking away Number rhymes Devise and record number stories, using pictures, numbers and symbols 	<p>Children consolidate and further develop their knowledge and progression in their key skills for:</p> <ul style="list-style-type: none"> Subitising Counting Composition Sorting and matching Comparing and ordering Doubling Sharing and grouping Even and odd Find half / make equal groups Make models with 2D and 3D shapes Compare models

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ELG: Number

Children at the expected level of development will:

- Have a deep understanding of number to 10, including the composition of each number;
- Subitise (recognise quantities without counting) up to 5;
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

ELG: Numerical Patterns

Children at the expected level of development will:

- Verbally count beyond 20, recognising the pattern of the counting system;
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

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<p>Understanding the World</p> <p>(Past and Present/People, Culture and Communities/The Natural World)</p> <p><i>Specific Area</i></p> <p>Long-Term Memory Development</p> <ul style="list-style-type: none"> • Talk about members of their immediate family • Name and describe people who are familiar to them • Comment on images of familiar situations in the past • Use a simple map and talk about what it shows • Understand that some places are special to members of our community • Recognise that people have different beliefs and celebrate special times in different ways • Recognise some similarities/differences between life in this country and life in other countries • Understand how a liquid becomes a solid and how a solid becomes a liquid • Describe what they see, hear and feel whilst outside • Recognise some environments that are different to the one in which we live • Name the four seasons • Describe some changes between the seasons • Understand the effect of changing seasons on the world around them 	<p>Children observe the changing of the seasons each half-term by close observation of the horse chestnut tree on the field.</p> <p>Children explore their uniqueness by learning about different cultures and other families.</p> <p>Children understand how they develop as a learner by observing and working closely with children and adults throughout the school.</p>					
	<p>Children talk about members of their immediate family and community.</p> <p>Children make a family tree.</p> <p>Children name and describe people who are familiar to them.</p> <p>Children discover the natural world in their school environment.</p> <p>Autumn</p>	<p>Children learn about different beliefs and celebrations throughout the world.</p> <p>Children explore the natural world around them., making observations and drawing pictures of animals and plants.</p> <p>Children learn about the tradition of celebrating Christmas past and present.</p>	<p>Children compare environments from around the world.</p> <p>Children discuss their experiences of museum trips and cultural experiences (trip).</p> <p>Children learn about the world through non-fiction literature, both factual and story based.</p> <p>Children experiment in class to examine the change from solid to liquid and vice versa.</p> <p>Children learn about extreme climatic differences in world environments.</p>	<p>Children are familiar with our church through regular visits.</p> <p>Children visit our local shops.</p> <p>Children can compare and contrast different countries.</p> <p>Children draw a map of the classroom/school.</p> <p>Children paint close observations of spring flowers.</p>	<p>Children discuss what they would like to do when they grow up (trip).</p> <p>Children learn about people who help us.</p> <p>Children plant seeds for our edible garden.</p> <p>Children can name the different parts of a plant.</p> <p>Children experience food from around the world in a cultural picnic.</p> <p>Children learn about insects and minibeasts.</p>	<p>Children learn about the story of The Monkey King in Buddhism.</p> <p>Children draw comparisons between The Monkey King and Jesus.</p> <p>Children learn about animals and their habitats.</p> <p>Children visit Whipsnade Zoo.</p> <p>Children visit the Computer suite.</p> <p>Children begin to learn how to log on.</p> <p>Children begin to learn how to use a paint program.</p>
<p>ELG: Past and Present</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society; • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; • Understand the past through settings, characters and events encountered in books read in class and storytelling. <p>ELG: People, Culture and Communities</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. <p>ELG: The Natural World</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawing pictures of animals and plants; • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. 						

'Shine like stars in the world. 'Philippians 2:15

Curriculum Overview and Progression of Knowledge and Skills

This overview should be seen as a planning guide for the year, although some subject matter may change due to child-initiated planning ideas. Progression of knowledge and skills remains unchanged.

The Possible Themes/Interests/Lines of Enquiry/Possible Trips table should be read in conjunction with the table below.

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Expressive Arts and Design (Creating with Materials/Being Imaginative and Expressive) <i>Specific Area</i></p> <p>Long-Term Memory Development</p> <ul style="list-style-type: none"> • Use colour-mixing techniques • Construct with a variety of materials • Use different techniques for joining materials • Use a range of tools safely and correctly • Know how to use clay correctly • Work together to share ideas, resources and skills • Name an artist • Name and describe a painting technique • Listen attentively, move to and talk about music, expressing their feelings and responses • Watch and talk about dance and performance art, expressing their feelings and responses • Sing in a group or on their own, increasingly matching the pitch and following the melody • Develop storylines in their play • Explore and engage in music making and dance, performing solo or in groups 	<p>Children use a range of tools, materials, resources during child-initiated learning. Children's role-play develops throughout the year as their communication, language, vocabulary and confidence increases, including dressing up. Children use a range of construction resources to build, construct and develop.</p>					
	<p>Children begin to role-play with each other as they build their friendships.</p> <p>Children paint self-portraits thinking of the appropriate colours to use.</p> <p>Children learn and sing a range of nursery rhymes, songs and poems.</p>	<p>Children develop storylines in their pretend play.</p> <p>Children sing in a group, increasingly matching the pitch and following the melody.</p> <p>Children perform songs and act out the story of The Nativity.</p> <p>Children use a range of tools to make a Christmas hanging decoration.</p> <p>Children use a range of techniques to design and create a Christmas card.</p> <p>Children use clay to create a Diva lamp using the pinch pot method.</p> <p>Children use a variety of tools to imprint a design on their Diva lamp.</p>	<p>Children return to and build on their previous learning, refining ideas and developing their ability to represent them</p> <p>Children learn about Georges Seurat.</p> <p>Children learn about pointillism.</p> <p>Children design and paint their own pointillist picture applying acrylic paint with a range of tools.</p> <p>Children learn about primary colours.</p> <p>Children experiment with mixing colours.</p>	<p>Children work collaboratively creating, sharing ideas, resources, and skills.</p> <p>Children paint close observations of spring flowers.</p> <p>Children make a Mothering Sunday gift/card experimenting with different materials.</p>	<p>Children listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Children take part in our Annual Thanksgiving service.</p> <p>Children learn about animals and make an animal of their choice with clay using a range of techniques and tools to create texture.</p>	<p>Children watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>Children learn a dance routine.</p> <p>Children perform a dance in front of an audience.</p> <p>Children use a range of materials, textures, colours and techniques to create a 3D collage of an animal and its habitat.</p> <p>Children begin to learn how to use a paint program.</p>
<p>ELG: Creating with Materials Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; • Share their creations, explaining the process they have used; • Make use of props and materials when role playing characters in narratives and stories. <p>ELG: Being Imaginative and Expressive Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Invent, adapt and recount narratives and stories with peers and their teacher; • Sing a range of well-known nursery rhymes and songs; • Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. 						

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Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Religious Education</p> <p>Long-Term Memory Development</p> <ul style="list-style-type: none"> • Know that Christians believe God created the world and wants it to be kept special • Know that Christians believe we are stewards of it while we are alive on Earth, and therefore need to look after the world and everything living in it • Understand that everyone can help care for different aspects of our world • Understand the meaning of valuable and precious • Say what Christians believe about creation • Know what The Bible is • Understand that the Bible has many stories that Jesus told us • Each individual is unique and precious • Explain why we go to Church • Describe why we celebrate Harvest • Understand that Christians believe Jesus loves everyone • Jesus performed miracles • Retell some Bible stories • Describe some of the events of Holy Week • That Christians believe Jesus died on a cross to show God's love to the world, and that because of Jesus, everyone can be forgiven for their 'sins' • That Christians believe Jesus rose from the dead • Beginning to recognise the importance of bread and wine for Christians • How Christians remember what happened at Easter and how they celebrate the festival of Easter 	Christian values					
	Love	Forgiveness	Faith	Friendship	Hope	Peace
	Who made the wonderful world? Harvest Welcome Bible Story – Creation	Why is Christmas special for Christians? Nativity Christingle Bible Story – Jesus' birth	Why do Christians believe Jesus is special? Lent Holy Week Bible Story – The Easter Story	Salvation – What is so special about Easter? Bible Story – Jonah and the whale	Who cares for this special world? Annual service of thanksgiving Bible Story – Noah's Ark	Salvation - How did Jesus rescue people? Buddhism – The Monkey King Bible Story – Jesus calms the storm