



Class 1 Curriculum Overview 2020 - 21

Early Years Foundation Stage

The Early Years Foundation Stage (EYFS) is the curriculum that the Government sets for all early years providers (0-5 years) to make sure that 'all children learn and develop well and are kept healthy and safe'.

There are 17 early learning goals to be aimed for by the end of the Reception year in school. The Framework is divided into 3 sections;

1. Characteristics of Learning
2. 3 prime areas of learning
3. 4 specific areas of learning

The Characteristics of Effective Learning

Playing and exploring

Is about finding out and exploring, playing with what they know and being willing to 'have a go'.

Active Learning

Is about being involved and concentrating, persevering and enjoying achieving, what they set out to do.

Creating and thinking critically

Is about having their own ideas, making links and choosing ways to do things.

The Seven Areas of Learning

Prime Areas

Personal, Social and Emotional Development

This area prioritises the relationships children have with those around them, as well as themselves. With this kind of development taught in lessons, children will learn about their emotions – not forgetting the self-awareness to recognise the emotions of others.

Communication and Language

Communication and language is universally relevant throughout the Early Years Foundation stage. The aim of this area is to give children an environment in which they can communicate and express themselves. They can develop their language by both talking and listening.

Physical Development

Lessons based on physical development will help children to become more active and healthy. It also promotes social interaction and encourages them to live a healthy lifestyle. Good gross and fine motor skills will enable children to grasp a pencil correctly and be able to form letters.

Specific Areas

Literacy

To aid communication, literacy development is another area of priority. Literacy development is vital in helping children begin reading and writing. Phonemic awareness (the ability to hear and identify a range of words and sounds) is absolutely crucial to development.

Mathematics

Mathematics encourages the ability to work with numbers and calculations not only within a maths session but throughout other areas of learning. It also drives the ability to identify shapes and recognise patterns as well as measurements and spaces.

Expressive Arts and Design

The aim here is to encourage full expression from children, so activities like painting, drawing, and playing with instruments are all important. It encourages creative learning and the ability to express themselves in various ways.

Knowledge and Understanding of the World

This area will involve lessons around observing things and making judgements according to how children feel. This is broken down into three sections: Technology; People and Communities; and The World. With technology, children will learn about functions of technology whether that is at home or at school. Talking about people and communities will teach children the importance of things like family values, while learning about the world will look at things like the natural environment and animals.

Early Years Foundation Stage Assessment

In order to identify and plan for children's successful learning and development, staff observe children throughout the day to identify their interests, how they learn, and their progress in each area of learning and development.

Staff use [Early Years Outcomes](#) to inform understanding of child development through the early years and work closely with parents to build successful home-school partnerships.

Staff report the results of the early years profile (EYP) to parents at the end of the reception year. An electronic learning journal is also maintained for each child and is shared with parents and carers.

It is widely recognised the vital role that parents have in supporting their children's learning and development. Parents need to know what to expect in relation to their child's development through the different age bands of the EYFS.

[What to expect, when?](#) is a simple guide which takes parents through the expectations of each age band in the EYFS and how they can support their children's learning and development.

Special Educational Needs and Disabilities (SEND)

In Class 1, each child with additional SEND needs is allocated their own key person who will know them best and will plan for their needs, working closely with parents when doing so. SEND children are observed closely and their achievements are celebrated in their Learning Journal and planning documents. This information is then used to tailor the curriculum to meet the interests and enthusiasms of each child using methods of delivery that are appropriate to their needs. They will also be supported by the SENDCo to ensure staff have received appropriate training to support each child effectively.

Early Years Foundation Stage Planning

The staff plan to deliver a broad and balanced curriculum that encompasses all aspects of the Development Matters document across the year, based on the observations of children's play and what their interests are. This appears in the weekly enhancements to the continuous provision, as well as in the adult-led focuses and group-time work. There are also opportunities to explore a variety of topics of work, including those suggested by the children.

Nursery and Reception Topics - 2020-21

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
'Home Sweet Home'	'Dungeons and Dragons'	'Dinosaur Rocks'	'A Toy Story'	'Roots, Shoots and Juicy Fruits'	'What Lies Beneath'
<p>This is a lovely topic which encourages the children to talk about themselves and their loved ones. Through this topic we will be learning about each other and concentrating on our physical, social and emotional development. The children will be settling in this half term and learning our rules and routines. This term helps us learn all about the children and their likes and dislikes to help us plan exciting and creative areas within the classroom to enhance their learning.</p>	<p>This topic is new to all of us this year. We have specifically planned this topic through the interests of our current nursery children who have a great interest in knights and castles. We will be learning about castles and why they have been built in specific ways. The children will be help to design and build a castle in our role-play area. The children with have access to lots of costumes where they can practise to dress themselves independently. We will be reading lots of fairy tale stories and making our own stories up to then act out. The topic will lead into our Christmas celebrations.</p>	<p>Dinosaur Rocks is one of our favourites in Class 1. The whole classroom is transformed into a dinosaur kingdom. This topic is heavily 'Understanding the World' based, comparing past and present. This topic also works nicely alongside measurements and sizes in our maths sessions. The children will learn all about the different dinosaurs and whether they are herbivores, carnivores or omnivores. This links well with physical development in terms of healthy eating and looking after ourselves including dental care.</p>	<p>A Toy Story is another new topic this year. It is heavily influenced by 'Understanding the World' objective as well as 'Expressive Arts and Design' objectives. During this topic we will be looking at toys from the past to the present as well as toys from around the world. We will be encouraging children to bring toys in and discussing the purpose of them and the mechanisms used. There will be opportunities for the children to take apart toys as well as putting them back together using tools and simple sticking techniques. We will be making our own toy using our woodwork area.</p>	<p>After Easter we will be entering our growing topic which all the children thoroughly enjoy. They get to experience first-hand how to care for living things. This year, together, we will be developing our growing area. We will be designing, building and planting with the children to create a vegetable patch and sensory garden. Throughout the term we are lucky enough to have our own expert gardener that will visit us weekly to share knowledge and advise us on how to look after our area. During this topic we will be tasting lots of different foods and creating some signature dishes for our 'Stay and Play' session</p>	<p>To round off another amazing year in Class 1, we will be exploring what lies beneath. We hope to visit a beach during this topic and learn how to look after it too. Our classroom will transform into an aquarium inside and the deep blue sea outside. We will be looking at big fish and little fish along with other creatures that live beneath. Through this topic we will travel around the world (virtually) to look at where these animals live and compare the destinations from the North Atlantic sea to the Pacific. Our class teddy will pack his bag and visit some interesting places for us learn about.</p>

Nursery Yearly Overview

Area of learning	Autumn term	Spring term	Summer term
PSED Personal, Social and Emotional Development	Settling in and making friends Following routines and rules To be positive about change Becoming independent	Being a good friend Following routines and rules Being independent Developing problem solving and negotiation	Being a good friend Being independent Getting ready for Reception To be positive about change
Physical Development	Mark making, malleable & messy play Exploring ways of moving and using equipment Safe handling of tools and equipment	Mark making, malleable & messy play Activate Dough Gym Exploring ways of moving and using equipment	Mark making with control, malleable & messy play Activate Dough Gym Exploring ways of moving and using equipment
Literacy/ Communication and Language	Naming objects and actions and using descriptive language Talking together in small and larger groups Listening to stories with rhyme and alliteration Joining in with repetitive phrases in books Phonics - Letters and Sounds Phase 1: Environmental and instrumental sounds, Voice and Body sounds, Body Percussion, Rhythm and rhyme, Alliteration, Voice Sounds Listening to and joining in with stories Giving meaning to marks Responding in different ways to traditional and new rhymes Using narratives in role play Exploration of mark making across medias	Naming and describing Understanding questions Talking together in small and larger groups Listening to stories with rhyme and alliteration Joining in with repetitive phrases in books Phonics - Letters and Sounds Phase 1: Environmental and instrumental sounds, Voice and Body sounds, Body Percussion, Rhythm and rhyme, Alliteration, Voice sounds Listening to and joining in with stories Talking about and acting out stories Mark making for different purposes	Phonics - Letters and Sounds Phase 1: Environmental and instrumental sounds, Voice and Body sounds, Body Percussion, Rhythm and rhyme, Alliteration, Voice sounds Listening to and joining in with stories Talking about and acting out stories Mark making for different purposes Phonics - Letters and Sounds Phase 1: Rhythm and rhyme, Alliteration, Oral segmenting and blending Listening to and joining in with stories Talking about and acting out stories Mark making for different purposes Creating a book by retelling a story
Mathematics	Counting and number songs Comparing quantities Using and describing shapes Observing and describing pattern Exploration of number in the environment Sorting Positional language	Counting and number songs Addition and subtraction through songs Representing numbers Using and describing shapes Number through story Exploring vocabulary: more, less, addition, subtraction, share Estimation Selecting numerals to represent amounts to 10 Exploring money Sequencing events	Addition and subtraction through songs Recognising and representing numbers Number problems Using, describing and naming shapes Shape in the environment Exploring money

<p>Understanding the World</p>	<p>News and events in their own lives and of family members Festivals – Eid, Diwali, Bonfire Night, Christmas Seasonal changes – Summer-Autumn-Winter Noticing the world around us Development of mouse control and use of a touch screen computer. Use of a range of technological equipment such as light and sound toys, remote controls, cameras, bee-bots, microphones, CD players, iPads etc</p>	<p>News and events in their own lives and of family members Festivals – Chinese New Year, Holi, Easter Seasonal Changes – Winter-Spring Noticing the world around us Development of mouse control and use of a touch screen computer. Use of a range of technological equipment such as light and sound toys, remote controls, cameras, bee-bots, microphones, CD players, iPads etc</p>	<p>News and events in their own lives and of family members Festivals – Father’s day, Eid Seasonal Changes – Spring-Summer Noticing the world around us Development of mouse control and use of a touch screen computer. Use of a range of technological equipment such as light and sound toys, remote controls, cameras, bee-bots, microphones, CD players, iPads etc</p>
<p>Expressive Arts and Design</p>	<p>Use of a wide range of media and techniques. Role play resources related to the ideas and experiences of the children Singing, playing instruments, dancing and moving to music or other prompts Harvest & Christmas events Exploring instruments Making and following musical patterns Exploration of tools Develop repertoire of songs Exploration of various construction materials Develop role play experiences</p>	<p>Use of a wide range of media and techniques. Role play resources related to the ideas and experiences of the children Singing, playing instruments, dancing and moving to music or other prompts Develop responses to music or other stimuli Develop repertoire of songs Exploration of various construction materials Develop role play experiences</p>	<p>Use of a wide range of media and techniques. Role play resources related to the ideas and experiences of the children Singing, playing instruments, dancing and moving to music or other prompts Develop repertoire of songs Exploration of various construction materials Develop role play experiences Plays cooperatively to act out narratives</p>

Reception Yearly Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Personal, Social & Emotional	Settling children in classroom rules and establishing routines - timetable Modelling play, desired behaviour and tidy up routines Building on children's independence and confidence – selecting resources safely. Circle time – Talking about our emotions and what makes us special and different to others.	Respect for others Respect of different cultures around the World. Respect of our toys/environment Exploring different cultures and religions. Talk about keeping safe on the internet. Discussions about honesty and telling the truth. Revisiting school/class rules.	Discussion about who we feel safe with. How we can be kind helpful people. What happens when you get older? How will you change? How have you changed? Revisiting school/class rules.	Explore where food comes from. Looking after the environment Focus on looking after living things, showing care and concern for others and plants. Revisiting school/class rules Revisiting school/class rules.	Explore other living things. Show concern for living things – mini beasts and animals. Focus on consequences of our actions, Showing empathy for others. Respecting and knowing where things come from Revisiting school/class rules.	Talking about achievements Working as a team Identifying others who follow the rules Moving on and saying goodbye – transition Expressing our feelings and emotions appropriately. Possible responsibilities next year.
Communication & Language	Role play – home corner Small world play Helicopter Stories Show and Tell Circle time	Christmas play Role play – Dungeon / Elves' workshop Small world play Show and Tell Helicopter Stories Circle time	Role play – Dinosaur world / Chinese restaurant Small world play Show and Tell Helicopter Stories Circle time Class assembly	Role play – Toy shop Small world play Show and Tell Helicopter Stories Circle time	Role play – Gym Small world play Show and Tell Helicopter Stories Circle time Class assembly	Role play – aquarium Small world play Show and Tell Helicopter Stories Circle time
Physical Development	Changing before and after PE Fine motor skills activities Using scissors correctly Letter and number formation Developing balance and control in the outdoor area Games / parachute	Changing before and after PE Fine motor skills activities Using scissors correctly Letter and number formation Developing balance and control in the outdoor area Games / parachute Catch a large ball	Changing before and after PE Scissor activities Pencil grip Letter and number formation Underarm throw Outdoor area	Changing before and after PE Scissor activities Pencil grip Letter and number formation Skipping Outdoor area	Changing before and after PE Using scissor activities Fine motor skills activities Letter and number formation Practice skipping and hopping	Changing for PE Using scissor activities Fine motor skills activities Letter and number formation Practice sprinting, skipping and hopping Sports day

Literacy	<p>Phase 2 phonics. Recognising letter sounds. Oral blending and segmenting cvc words.</p> <p>Speaking and Listening Focus Introduce new children. Building children’s understanding.</p> <p>Focus on early reading skills.</p> <p>Pencil control and name writing.</p>	<p>Phase 3 phonics. Recognising letter sounds. Oral blending and segmenting cvc and cvcc words. Reading HF and tricky words.</p> <p>Retelling and sequencing stories, instructions etc. Imperative verbs.</p> <p>Using adjectives to write character descriptions from our traditional tales.</p> <p>Writing letters, cards and lists.</p>	<p>Phase 3 phonics. Recognising letter sounds. Oral blending and segmenting cvc and cvcc words. Reading and writing HF and tricky words. Reading sentences.</p> <p>Continue a rhyming string.</p> <p>Exploring features of a non-fiction book.</p> <p>Understanding that information can be found in books and on the internet.</p> <p>Non-fiction writing about a dinosaur.</p>	<p>Phase 3 phonics. Recognising letter sounds. Oral blending and segmenting cvc and cvcc words. Reading and writing HF and tricky words. Constructing sentences.</p> <p>Writing a diary entry practice – homework for eater holidays.</p> <p>Read different diary entries.</p> <p>Practice writing sentences and the features that need to be included.</p>	<p>Phase 4 phonics. Recognising letter sounds. Oral blending and segmenting cvc and cvcc words. Reading and writing HF and tricky words. Constructing sentences using conjunctions.</p> <p>Writing an ending to a well-known story.</p> <p>Writing a poem about Summer using adjectives.</p>	<p>Phase 4 phonics. Recognising letter sounds. Oral blending and segmenting cvc and cvcc words. Reading and writing HF and tricky words. Constructing sentences using conjunctions.</p> <p>Plan and write own story.</p> <p>Persuasive letter – for or against being a pirate.</p> <p>Wanted poster.</p>
Mathematics	See Maths Plan (White Rose Maths)					
	<p>Number & Place Value numbers to 5 Addition & Subtraction Sorting</p>	<p>Number & Place Value Comparing groups Addition & Subtraction Change within 5 (1 more, 1 less) Measurement Time (My day)</p>	<p>Addition & Subtraction Numbers to 5 Number & Place Value Numbers to 10</p>	<p>Addition & Subtraction Addition to 10 Geometry Shape & Space (2D and 3D)</p>	<p>Geometry Exploring patterns Addition & Subtraction Counting on and back Number & Place Value Counting to 20</p>	<p>Multiplication & Division – Numerical patterns (doubling,,halving,,odds/evens) Measurement Measure (length,height, distance, weight, capacity)</p>
Knowledge & Understanding the World	<p>School environment inside and outside Meeting people who help us in our school Show interest in the different jobs people do Talking about the lives of people who are familiar to them and sharing news. Looking at where I live My journey to school Caring for my environment Senses Signs of Autumn The children will be introduced to the computer and begin to name the parts of it e.g. mouse, Interactive whiteboard. The children will learn new games, stories and songs through the use of the computer. E-Safety</p>		<p>Learning that we are all different in our school, but that we are all special. Learning about the Chinese culture and the New Year festival Chinese meal Making pancakes Learning that we all enjoy different activities and that’s what makes us unique.</p> <p>Signs of Spring Observing plants, animals and living / decaying things. A range of ICT will be used e.g. Interactive whiteboards, electronic toys. ICT will also be incorporated into role play through playing with old telephones, cameras etc. E-Safety</p>		<p>Challenging stereotypes and negative attitudes promoting a positive attitude to difference Reflecting on the past year and their achievements and looking forward to new challenges</p> <p>Signs of Summer A range of ICT equipment will be used through focused activities and independent play. The children will continue to develop their skills using the interactive whiteboard, listening station and electronic toys. E-Safety</p>	
Expressive Arts & Design	<p>Self-portraits. Family members. Free exploration of junk resources. Accessing resources independently and safely. Skin coloured playdough – manipulate for a purpose.</p> <p>Explore colour mixing. Diwali lamps.</p>	<p>Firework paintings. Look at textures and how they feel. Music and movement. Create salt dough. Christmas food. Plan a party with decorations. Design wrapping paper.</p>	<p>Opportunities to design and make dinosaur costumes. Design and make a dinosaur using clay. Make a volcano. Create dinosaur skin.</p>	<p>Paint using symmetry – butterflies. Environment rubbings. Painting and printing with natural objects. Easter activities. Learn a new song and dance. Bonnet making. Easter egg creation.</p>	<p>To design and create a habitat for their chosen mini-beast. Plan and make decorations for an ugly bug ball. Learn song and dance to ugly bug ball.</p>	<p>Making telescopes. Aquarium role-play area. Make fishy fingers. Learn pirate dance and song for pirate day. Act out pirate scene. Pirate makeup.</p>

Religious Education	Festivals from around the world. Harvest festival. Light festivals; Diwali Hanukkah Christmas	New life Chinese New year Shrove Tuesday Easter Mother's Day	Birthdays-Growth and transition Father's day Eid
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