

Curriculum drivers: Curiosity Community Creativity Challenge Communication						
	Block 1 2.9.2019 25.10.2019	Block 2 4.10.2019 20.12.2019	Block 3 6.1.2020 14.2.2020	Block 4 24.2.2020 04.04.2020	Block 5 20.04.2020 22.5.2020	Block 6 01.06.2020 17.07.2020
Theme	Traditional Tales Nursery Rhyme Week (14.10.2019) Road Safety Week (21.10.2019)	Night time Bonfire night Remembrance & Anti – bullying week (11.11.2019 – 15.11.2019) Aspiration Week (4.11.2019 – 8.11.2019)	Around the world Chinese New Year Rat (25.1.2020) Science Week (10.02.2020)	Superheroes Pancake Day (25.2.2020) World Book Day (05.3.2020) Mother's Day (22.03.2020)	Minibeasts Arts Week (18.05.2020 – 23.05.2020)	Under the sea Father's Day (21.06.2020)

<p>Curriculum drivers</p> <p>Preschool</p> <p>Foundation Two</p>	<p>Curiosity: talking tables Challenge: Can you match the saying to the story? New routines, staff Community: builders, farm, vegetables harvest, road safety, parents stay and play Creativity: colour mixing, songs, nursery rhyme week Communication: talk about harvest</p> <p>Curiosity: Curiosity cube with various intriguing objects. Challenge: New routines and expectations Community: Parents' assembly, Road Safety Week, Harvest Creativity: Rhymes and role play Communication: Making new friends and settling into a new environment.</p>	<p>Curiosity: talking tables Challenge: can you develop a bedtime routine? Share books at bedtime? Know what animals come out at night? Community: Fire Fighters, Bonfire traditions, keeping safe, parents stay and play Creativity: learning songs around night time theme and making bonfire pictures using different media Communication: talk about celebrations and traditions.</p> <p>Curiosity: Curiosity cube with various intriguing objects. Challenge: Name and describe night time animals. Know how to keep safe on bonfire night and on the road. Community: Parents' assembly, Fire engine visit and safety talk Creativity: Rhymes and creating animal and bonfire pictures. Communication: talking about traditions and celebrations</p>	<p>Curiosity: talking tables Challenge: to explore another culture and talk about the differences. Community: Chinese food and traditions Creativity: colour mixing, songs, Chinese dragon Communication: parents stay and play to explore science week.</p> <p>Curiosity: Curiosity cube with various intriguing objects. Challenge: explore the diverse planet Community: Parents' assembly, everyone is part of our community. Celebrating differences and family. Creativity: Rhymes and role play Communication: talking about their family and community.</p>	<p>Curiosity: talking tables Challenge: can you be a super hero? What will your super power be? Community: Mother's day, firefighters, ambulance, teachers Creativity: colour mixing, making superheros, pancakes and mother's day cards Communication: talk about what the female role models do for us and how they are our heros.</p> <p>Curiosity: Curiosity cube with various intriguing objects. Challenge: To know all superheroes have different super powers Community: Fire station, library, Mother's Day Creativity: Rhymes and role play Communication: Talk about their mums super power and what there super power - aspirations</p>	<p>Curiosity: talking tables Challenge: to know the life cycle of a butterfly. Community: mini beast visit. Arts week. Mini beast hunt Creativity: colour mixing, songs, arts week theme and skills Communication: talk about the life cycle of the butterfly and invite parents in to release them.</p> <p>Curiosity: Curiosity cube with various intriguing objects. Challenge: Name and classify Community: mini beast visit, mini beast in our gardens Creativity: Rhymes and role play Develop skills for Arts week Communication: Talk about their feelings around mini beast.</p>	<p>Curiosity: talking tables Challenge: to know what they see at sea Community: Ice cream day, visit from Peppa Pig, Creativity: colour mixing, songs, father's day Communication: talk about what they see in the sea and on the sea. Talk about what their Father or male role models do for them.</p> <p>Curiosity: Curiosity cube with various intriguing objects. Challenge: what can you tell us that lives under the sea Community: Father's Day Ice cream Day Creativity: Rhymes and role play Father's day cards. Communication: Planning their own day such s invitations, food etc.</p>
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Big question	Is there always a happy ending?	Does everyone go to sleep at night?	Are all families the same?	Do all superheroes fly?	Are mini beasts scary?	What do you find under the sea?
<p>Novel Study</p> <p>Pink = Reading Spine books</p> <p>Green is F2</p> <p>Red is Preschool</p>	<p>Jack and the Beanstalk</p> <p>Goldilocks</p> <p>Enormous turnip</p> <p>3 little pigs</p> <p>Gingerbread man</p> <p>Little red hen</p>	<p>The owl who was afraid of the dark</p> <p>Whatever next?</p> <p>Gruffalo</p> <p>Santa's letter/ Nativity</p> <p>Owl Babies</p> <p>Nativity</p> <p>Dear Santa</p>	<p>Handa's surprise</p> <p>Grandfather and I</p> <p>So much Amazing Grace</p> <p>The great race</p> <p>Handa's surprise</p> <p>Clever sticks</p>	<p>Supertato</p> <p>Izzy Gizmo</p> <p>Charlie the fire fighter</p> <p>Amber the ambulance</p> <p>Busy Vet</p> <p>Topsy and Tim go to the Doctors</p> <p>Peppa at the Dentist</p> <p>Fire Little Firefighters</p> <p>Ten little superheroes</p>	<p>The very busy spider?</p> <p>Superworm</p> <p>Mad about minibeasts</p> <p>Ten rules about being a superhero?</p> <p>The hungry caterpillar</p> <p>Bad tempered lady bird</p> <p>Peppa Pig Night Creatures</p>	<p>Tiddler</p> <p>The singing mermaid</p> <p>Commotion in the ocean</p> <p>Mr Sea Horse</p> <p>Pirate pete and his smelly feet</p> <p>5 minutes please</p> <p>Rainbow Fish</p> <p>Peppa Pig at the Seaside</p> <p>Oh I do like to be beside the Seaside?</p>

<p>Key Texts</p> <p>Used to support literacy and topic.</p>	<p>Little red riding hood</p> <p>Ninja Pigs</p> <p>The three little wolves and the big bad pig</p> <p>Each peach pear plum</p> <p>The magic porridge pot</p> <p>Where's Spot?</p> <p>Each Peach Pair Plum</p>	<p>Where the wild the things?</p> <p>Can't you sleep little bear</p> <p>What are the stars?</p> <p>Dear Zoo</p> <p>We're Going On a Bear Hunt</p> <p>Space</p>	<p>The great big book of families</p> <p>The train ride</p> <p>Family</p> <p>You Choose</p>	<p>Little Leaders</p> <p>Jaspers Beanstalk</p> <p>Hairy Maclary from Donaldson's Dairy</p>	<p>Bugs</p> <p>Brown Bear</p> <p>Brown Bear what do you see?</p> <p>Come on Daisy</p>	<p>Somebody swallowed Stanley</p> <p>What makes it Rain?</p> <p>What a waste</p> <p>Lost and found</p> <p>Sharing a shell</p> <p>Hug</p>
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Science focus	Materials brick straw sticks	Habitats of animals	Fruit Salad	Senses	Life cycle of a butterfly	How to keep an ice pop cold?
	Planting a Bean	Weather	Baby to and Adult		Life cycle of a ladybird	Habitats – under the sea
	Season Autumn	Seasons	Now and then			Water – freezing
		Season Autumn and Winter	Season Winter	Season Winter and Spring	Season Spring and Summer	Season Summer

<p>Personal, Social and Emotional Development: Making relationships</p> <p>Personal, Social and Emotional Development: Self-confidence and self-awareness</p> <p>Personal, Social and Emotional Development: Managing feelings and behaviour</p>	<p>F2 – Settling in – Ready Respectful Safe</p> <p>ELG They work well as part of a group or class and understand and follow the rules</p> <p>ELG They show sensitivity to others needs and feelings and form positive relationships with adults and children</p> <p>30 – 50 Separates from main carer with support and encouragement from a familiar adult.</p> <p>Transition – settling in to school life, following rules and boundaries</p>	<p>F2- Understand that their own actions affect others – being kind to each other – supporting each other</p> <p>ELG- They show sensitivity to others needs and form positive relationships with adults and other children</p> <p>ELG Children play co-operatively- taking turns with others</p> <p>30 – 50 Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</p>	<p>F2 Describe self in positive terms and talk about their own abilities and what they find more difficult.</p> <p>ELG-Children are confident to try new activities and say when they like some activities more than others</p> <p>30 – 50 Confident to talk to other children when playing, and will communicate freely about own home and community.</p> <p>Transition – settling in to school life, following rules and boundaries.</p>	<p>F2 – work well as part of a group or class and follow rules</p> <p>- ELG They adjust their behaviour to different situations and take changes of routine in their stride.</p> <p>30 – 50 Aware of own feelings, and knows that some actions and words can hurt others’ feelings.</p>	<p>They are confident in a familiar group and choose the resources they need for a chosen activity.</p> <p>ELG- They take account of one another’s ideas about how to organise their activity</p> <p>30 – 50 Welcome and values praise for what they have done.</p> <p>Transition – settling in to school life, following rules and boundaries.</p>	<p>F2 – starting to show more independence, ready for transition</p> <p>ELG- They say when they do or do not need help</p> <p>ELG- They are confident to speak in a familiar group will. Will talk about their ideas and will choose the resources they need for their chosen activity.</p> <p>30 – 50 Can usually adapt behaviour to different events, social situations and changes in time.</p>
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<p>Communication and Language: Listening and attention</p> <p>Communication and Language: Understanding</p> <p>Communication and Language: Speaking</p>	<p>F2 – oral retelling, sequencing events in order to retell traditional tales Uses language to imagine and recreate roles ELG – they listen to stories accurately anticipating key events and respond to what they hear with relevant comments questions or actions 30 – 50 Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Preschool – I can Listening Lola activities Talking tables</p>	<p>F2- They develop their own explanations to answer questions by connecting ideas together. ELG They answer how and why questions about their experiences and in response to stories and events 30 – 50 Beginning to understand ‘why’ and ‘how’ questions. Preschool – I can Listening Lola activities Talking tables Early talk boost</p>	<p>F2-Talk about their own families and families around the world ELG children express themselves effectively showing awareness pf listeners needs 30 – 50 Uses vocabulary focused on objects and people that are of particular importance to them. Preschool – I can Listening Lola activities Talking tables Early talk boost</p>	<p>F2 – Children re-recreate roles of stories they/ experiences they have had ELG they develop their own narratives and explanations by connecting ideas or events 30 – 50 Listens to others one to one or in small groups, when conversation interests them. Preschool – I can Listening Lola activities Talking tables Early talk boost</p>	<p>F2- They develop their listening skills in new activities such as PE. ELG Children follow instructions involving several ideas or action ELG- Children listen attentively in a range of situations 30 – 50 Shows understanding of prepositions such as ‘under’, ‘on top’, ‘behind’ by carrying out an action or selecting correct picture. Preschool – I can Listening Lola activities Talking tables Early talk boost</p>	<p>F2 – children are developing their confidence ready for transition ELG They use past Present and future Accurately when talking about events that have happened or are to happen in the future ELG – They give their attention to what others say and respond appropriately 30 – 50 Builds up vocabulary that reflects the breadth of their Experiences. Preschool – I can Listening Lola activities Talking tables Early talk boost</p>
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Physical Development: Moving and Handling

Physical Development: Health and self-care

<p>F2 – Daily funky fingers sessions (Playdough and funky finger challenges in provision)</p> <p>Pencil grip and control for name writing!!!!</p> <p>H&SC – Snack time routines, self-service – washing and cleaning own resources. Healthy eating - senses</p> <p>Daily Mile – 15 mins ELG-They handle tools effectively including pencils for writing</p> <p>30 – 50 Gains more bowel and bladder control and can attend to toileting needs most of the time themselves.</p> <p>Preschool - 1 messy play a week Squiggle whilst you wiggle – weekly session Sunstones - Disco dough – 1 session</p>	<p>F2 –(Playdough and funky finger challenges in provision)</p> <p>Correct letter formation – following read write inc sayings</p> <p>Daily Mile – 15 mins</p> <p>ELG-They handle tools effectively including pencils for writing</p> <p>30 – 50 Understands that equipment and tools have to be used safely.</p> <p>Preschool - 1 messy play a week</p>	<p>F2 –(Playdough and funky finger challenges in provision)</p> <p>following read write inc sayings</p> <p>Moving in a variety of different ways outside – focussed outdoor challenge.</p> <p>Daily Mile – 15 mins ELG- Children show good control and co-ordination in large and small movements</p> <p>30 – 50 Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.</p> <p>Preschool - 1</p>	<p>Playdough and funky finger challenges in provision</p> <p>Correct letter formation – Daily Mile – 15 mins</p> <p>ELG-They handle tools effectively including pencils for writing</p> <p>30 – 50 Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.</p> <p>Preschool - 1 messy</p>	<p>F2 – PE sessions – manage their own personal needs – dressing for PE ELG – Children know the importance for good health of physical exercise and a healthy diet and talk about ways to keep healthy</p> <p>30 – 50 Holds pencil between thumb and two fingers, no longer using whole-hand grasp. • Holds pencil near point between first two fingers and thumb and uses it with good control</p>	<p>F2 – PE sessions – manage their own personal needs – dressing for PE</p> <p>ELG-They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently</p> <p>30 – 50 Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.</p>
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Literacy Reading and Writing

<p>F2 – Monthly guest storyteller – male role models</p> <p>-Phonics – phase 2 initial sounds</p> <p>-Tricky words – phase 2</p> <p>-Launch Race to read</p> <p>Parents reading workshop</p> <p>Giving meaning to their marks and beginning to label words.</p> <p>Joining in with repeated refrains.</p>	<p>F2 – daily guided reading sessions</p> <p>Continue with race to read</p> <p>-Parent workshop as children move into phase 3 – to discuss digraphs and correct pronunciations</p> <p>Children beginning to write captions and simple sentences to match pictures –</p>	<p>F2- developing phase 3 phonics</p> <p>-Continue daily guided reading</p> <p>Using narrative language to retell stories.</p> <p>Attempts to write short sentences to structure the story.</p>	<p>F2 – Children to be secure in phase 3 – moving onto phase 4 phonics</p> <p>Using narrative features to write simple stories</p> <p>Using correct punctuation.</p>	<p>F2 – children revise phase 3 / secure phase 4</p> <p>Using narrative features to write simple stories</p> <p>Using correct punctuation.</p>	<p>F2 – children revise phase 3 / secure phase 4</p> <p>Using narrative features to write simple stories</p> <p>Using correct punctuation</p> <p>Phonics screening check.</p>
<p>30 – 50 Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</p> <p>40-60 hears and says initial sounds</p> <p>30-50 sometimes give meaning to marks</p> <p>40-60 Gives meaning to marks they make draw and paint</p> <p>Sunbeams-Develop interest in a range of different books and literacy materials</p> <p>Sunstones- Basic skills – holding a book and turning the pages</p> <p>- Introduce a book at</p>	<p>30 – 50 Sometimes gives meaning to marks as they draw and paint.</p> <p>40-60 links sounds to letters, naming and sounding the letters of the alphabet</p> <p>30-50 sometimes give meaning to marks</p> <p>40-60 Gives meaning to marks they make draw and paint</p> <p>Sunbeams –Have a few favourite nursery rhymes</p> <p>- Nursery rhyme week</p>	<p>Sunbeams – distinguishes between the different marks they make</p> <p>Sunshines to start Phase 1 Phonics</p> <p>Sunstones – to be secure in Phase 1</p>	<p>Sunbeams – distinguishes between the different marks they make</p> <p>Initial sounds – working through phase 2 phonics</p>	<p>Sunbeams – distinguishes between the different marks they make</p> <p>Sunstones – start guided reading groups</p> <p>Initial sounds – working through phase 2 phonics</p>	<p>ELG children read and understand simple sentences</p> <p>ELG children write simple sentences that can be read by themselves and others</p> <p>Sunbeams – distinguishes between the different marks they make</p> <p>Sunstones – start guided reading groups</p> <p>Initial sounds – working through phase 2 phonics</p>

Mathematics: Numbers
Mathematics: Shape, space and measure

<p>F2 – continuing with value of a number from 6+</p> <p>Subitising – arranging the number in different ways – mastery approach</p> <p>LA maths coaching to develop mastery in maths through EYFS</p>	<p>F2 – Capacity by ordering two items.</p> <p>Length, weight,</p>	<p>F2 – 3d shape – properties, describing</p> <p>Parent workshop – shape hunt, solving everyday problems around the characters.</p> <p>Number- addition, subtraction – value of numbers to 20.</p>	<p>F2 – positional language, repeating pattern using different animal patterns</p> <p>Doubling, halving, counting in steps of 2,5,10</p>		
<p>30 – 50 Recites numbers in order to 10.</p>	<p>30 – 50 Beginning to represent numbers using fingers, marks on paper or pictures.</p>	<p>30 – 50 Sometimes matches numeral and quantity correctly.</p>	<p>30 – 50 Shows curiosity about numbers by offering comments or asking questions.</p>	<p>30 – 50 Compares two groups of objects, saying when they have the same number.</p>	<p>30 – 50 Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same.</p>
<p>30 – 50 Uses positional language.</p>	<p>30 – 50 Shows an interest in shape and space by playing with shapes or making arrangements with objects.</p>	<p>30 – 50 Shows awareness of similarities of shapes in the environment.</p>	<p>30 – 50 Shows interest in shape by sustained construction activity or by talking about shapes or arrangements.</p>	<p>30 – 50 Shows interest in shapes in the environment.</p>	<p>30 – 50 Beginning to talk about the shapes of everyday objects, e.g. ‘round’ and ‘tall’.</p>
<p>Sunbeams to explore number through free flow</p>	<p>Sunbeams to explore number through free flow</p>	<p>Sunbeams to explore number through free flow</p>	<p>Sunbeams to explore number through free flow</p>	<p>Sunbeams to explore number through free flow</p>	<p>Sunbeams to explore number through free flow</p>
<p>Sunstones to develop Number Town</p>	<p>Sunstones to develop Number Town</p>	<p>Sunshines to explore value of ... a given number</p>	<p>Sunshines to explore value of ... a given number</p>	<p>Sunshines to explore value of ... a given number</p>	<p>Sunshines to explore value of ... a given number</p>
		<p>Sunstones to develop Number Town</p>	<p>Sunstones to develop Number Town</p>	<p>Sunstones to be secure in Number town and develop Ten Town for formation</p>	<p>Sunstones to be secure in Number town and develop Ten Town for formation</p>

<p>Understanding the world: People and communities</p> <p>Understanding the world: The world</p> <p>Understanding the world: Technology</p>	<p>F2 – enjoys and joins in with family customs and routines – sharing their brown bags and the different things they did over the summer.</p> <p>ELG- Children talk about features of their own immediate environment and how environments might vary from each other</p> <p>30 – 50 Talks about why things happen and how things work.</p>	<p>F2 – Family customs and routines – talking about how their families celebrate Christmas and the Christmas story</p> <p>ELG – children talk about past and present events in their own lives and in the lives of member family members</p> <p>30 – 50 Recognises and describes special times or events for family or friends.</p>	<p>F2 – Technology – completing age appropriate programs – drawing different characters /emailing another family</p> <p>ELG- Children recognise that a range of technology is used in places such as home and school</p> <p>ELG-They select technology for a particular purpose</p> <p>30 – 50 Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.</p>	<p>F2 Comparing similarities and differences between the jobs that different people to keep us safe – community</p> <p>ELG They know about similarities and differences between themselves and others and among families communities and traditions</p> <p>30 – 50 Knows how to operate simple equipment, e.g. turns on CD player and uses remote control.</p>	<p>ELG They make observations of animals and plants and explain why some things occur and talk about changes</p> <p>30 – 50 Can talk about some of the things they have observed such as plants, animals, natural and found objects.</p>	<p>ELG – they make Observations of other habitats and talk about similarities and differences and the changes that occur</p> <p>30 – 50 Remembers and talks about significant events in their own experience.</p>
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Expressive arts and design: Exploring and using media and materials
Expressive arts and design: Being imaginative

<p>F2 – experiments with different textures. Explores what happens when they mix colours</p> <p>ELG- They represent their own ideas thoughts and feelings through design and technology art music dance role play and stories</p>	<p>F2 – acting out different roles with their peers in role play – firework pictures exploring colour and texture</p> <p>ELG- They safely use and explore a variety of materials</p>	<p>f2 – children explore other cultures through music and dance</p> <p>ELG- children sing songs make music and dance and experiment with different ways of changing them</p>	<p>F2- Work together to act out a narrative to retell traditional tales. Take on a role Initiates new combinations of movements in response to different feeling, ideas and experiences ELG- They represent their own ideas thoughts and feelings through design and technology art music dance role play and stories</p>	<p>F2 – safely use and explore a variety of different materials, tools and techniques to create different homes and habitats for the different animals</p> <p>ELG- They safely use and explore a variety of materials</p>	<p>ELG children use what they have learnt about media and materials in original ways</p>
<p>30 – 50 Realises tools can be used for a purpose. Beginning to be interested in and describe the texture of things.</p> <p>Preschool – To develop skills in cutting and using them safely</p>	<p>30 – 50 Sings a few familiar songs.</p> <p>Preschool – to explore new songs from other culture such as the Christian Faith – Nativity Songs and Christmas Songs</p>	<p>30 – 50 Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.</p> <p>Preschool – move in different ways to different music from other cultures</p>	<p>30 – 50 Uses available resources to create props to support role-play.</p> <p>Preschool – Create and make capes and masks using different resources and media</p>	<p>30 – 50 Explores colour and how colours can be changed.</p> <p>Preschool – mixing different colours to create butterfly wings and patterns</p>	<p>30 – 50 Uses various construction materials.</p> <p>Preschool –</p>

Events and Visitors	Stacey Warren Book	Nativity	Cooking food from	Police	Mini Beast visit	Seaside Day
	Start F1	Christmas Sing Song	other cultures	Fire station		Ice cream shop
	Nursery Rhyme Week	Father Christmas	Library Visit	Superhero Day		
		Post Office Visit				