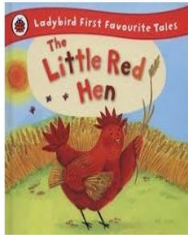
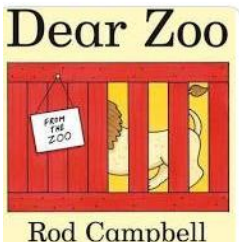
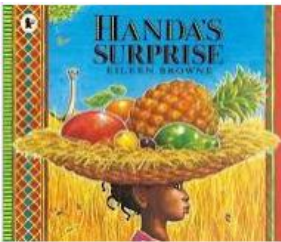

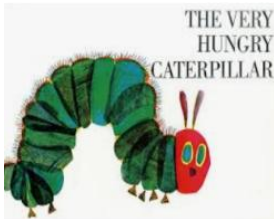
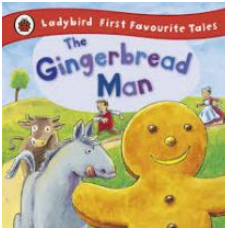


Our Four Curriculum Drivers						
Life skills		Applying Maths and English Skills		Raising Aspirations		Experiences
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Curriculum Question	How does Little Red make her bread?	Which animal would you choose as a pet?	What is Handa's surprise?	What will we find on a bear hunt?	What will the caterpillar turn in to?	How do you bake a Gingerbreadman?
Trip / Visitors	Visit to Peel Park	Police Visitor Visit to Peel Park	Fireman Visitor Visit to Peel Park	Chicks to Visit Visit to Peel Park	Caterpillar Visitors Visit to Peel Park	Visit to a farm Healthy Schools Week
Phonics	Read, Write Inc. Groupings					
Literacy / English – Talk 4 Writing	The Little Red Hen	Dear Zoo	Handa's Surprise	We're Going on a Bear Hunt	The Very Hungry Caterpillar	The Gingerbread Man
						
	Daily Reading and Writing Opportunities Mark making opportunities Giving meaning to marks, foam, pattern making. Listening / sound walks / sound games	Daily Reading and Writing Opportunities Hears and says initial sounds in words Reading Writing initial sounds, writing CVC words	Daily Reading and Writing Opportunities Reading/ Writing CVC words Reading/ Writing Captions Reading / Writing Lists Segmenting and Blending	Daily Reading and Writing Opportunities Writing Sentences Reading Simple Sentences	Daily Reading and Writing Opportunities Writing Sentences Beginning to write narratives Reading sentences	Daily Reading and Writing Opportunities Writing sentences Writing narratives Reading Sentences
Personal, Social & Emotional Development	Listening Games How we behave at school including routines	Turn taking Speaking and listening in groups My family Special Celebrations	Getting on and falling out	I am special Who is special to me?	Belonging Our school Our family	Transition Moving on
Physical Development	Opportunities outdoors for children to roll, slither, jump, skip, slide Catching balls Draw lines and circles using gross motor movements Use one handed tools and equipment- snips in paper with child scissors	Use one handed tools and equipment- snips in paper with child scissors Hold pencil near point between first two fingers and uses it with good control Negotiates spaces when running/ chasing Begins to use anti clockwise movements and retrace vertical lines	Jumps off an object and lands appropriately Negotiates spaces when running/ chasing Use simple tools to effect changes to materials Handles tools, objects, construction and malleable materials safely and with increasing control Form recognisable letters, using a pencil effectively	Jumps off an object and lands appropriately Use simple tools to effect changes to materials Form recognisable letters, using a pencil effectively Handles tools, objects, construction and malleable materials safely and with increasing control	Form recognisable letters, using a pencil effectively Hop and skip in time to music Writing on lines, controlling letter size.	Hop and skip in time to music Writing on lines, controlling letter size.
Communication and Language	Listening 1-1 or in small groups Listening to stories	Listening 1-1 or in small groups Listening to stories with increased attention and recall	Listening 1-1 or in small groups Listening to stories with increased attention and recall Joining in with repeated phrases Anticipating key events	Listening 1-1 or in small groups Listening to stories with increased attention and recall Joining in with repeated phrases Anticipating key events Following instructions	Listening 1-1 or in small groups Listening to stories with increased attention and recall Joining in with repeated phrases Anticipating key events Following instructions Maintains attention for	Listening 1-1 or in small groups Listening to stories with increased attention and recall Joining in with repeated phrases Anticipating key events Following instructions Maintains attention for

					appropriate activities	appropriate activities Respond appropriately Express views about stories and characters
Mathematics	Counting, one to one, reciting number names, subitising, cardinal values of numbers. Introducing Numicon - shapes and patterns.	Getting to know the Numicon shapes Matching Numicon shapes by colour and shape, initially from 1-4, gradually upto 10. Order and compare using the language of size with Numicon To be able to recognise the pattern of shapes without their colours 2D shapes – naming and describing Number Zumba	To copy and create arrangements and repeating patterns To learn the patterns of the shapes, working initially from 1-4, moving on to 10. To give number names to the Numicon shapes, to count objects one to one. Ordering Numicon Moving beyond counting – to practise connecting Numicon shapes and numerals without counting. 2D shapes- naming and describing. Number Zumba	To be confident at recognising Numicon shapes, patterns and numerals, using number names and counting objects 1-1 To prepare children for place value to show how patterns and grouping are more efficient ways to find out 'how many' than counting. To use their mental imagery of the Numicon patterns, to develop strategic thinking Addition- to relate addition to combining two or more shapes, to use the language of addition. Addition- to find 1 more (numbers 1-9) Counting in 2s, combining groups of 2 Number Zumba	To see and learn doubles as special combinations of 2 numbers 2D Shapes 3D Shapes Subtraction- to relate subtraction to taking away, using the vocabulary involved in subtraction Subtraction as a decrease- one less than any no. 1-10. Number Zumba More than/ less than to 20. Counting in 5s, combining groups of 5	To reason logically about numbers To investigate problems systematically Counting in 10s, combining groups of 10. Estimation Sharing into equal groups
Understanding of the World	Baking Visit to Peel Park- Which season is it? What do you notice? Collect signs of autumn outside/ Share Percy the Park Keeper stories	Baking Melting investigation, share 'The Snowman'	Baking Visit to Peel Park- Which season is it? What do you notice? Collect signs of winter outside	Baby chicks Visit to Peel Park- Which season is it? What do you notice? Collect signs of the spring outside	Caterpillars Tadpoles	Baking Visit to the farm Visit to Peel Park- Which season is it? What do you notice? Collect signs of summer outside
Expressive Arts and Design	Joining in with favourite songs Creating movement in response to music Engages in imaginative role play based on first hand experiences Explores what happens when they mix colours	Joining in with favourite songs Creating movement in response to music Engages in imaginative role play based on first hand experiences Builds stories around toys Uses available resources to support role play Explores what happens when they mix colours Explores different instruments	Builds stories around toys Uses available resources to support role play Creates simple representations of events, people and objects Experiments to create different textures Manipulate materials to achieve a planned effect	Builds stories around toys Uses available resources to support role play Creates simple representations of events, people and objects. Introduces storyline/ narrative to their play Plays alongside others engaged in the same theme	Builds stories around toys Uses available resources to support role play Creates simple representations of events, people and objects Introduces storyline/ narrative to their play Plays alongside others engaged in the same theme Selects tools and techniques needed to shape, assemble and join materials they are using	Children develop their own ideas. Through their explorations they find out and make decisions about how media and materials can be combined and changed Children talk about the features of their own work, recognised the differences and strengths in their work and in others