

Curriculum Overview 2024-25

	Term 1		Term 2		Term 3		Term 4		Term 5		Term 6	
	Outside Inside		Knowing Yourself & Festivals		Telling a Tale		Sowing a Seed		Strength of Mind		Working Together & Friendships	
	Settling in and making friends, sharing our own family experiences and discussing our feelings.		Sharing our feelings, interests and important events. Beginning to understand the needs of others.		Showing an interest in traditional tales and storytelling.		Understanding the life cycle and caring for nature.		Developing confidence, resilience and independence.		Understanding the needs and feelings of others. Showing empathy and preparing for new challenges.	
	Literacy Tree Text: Where the Wild Things Are Anansi the Spider Core Texts: All are welcome Mixed The invisible string Hair Love Our skin		Literacy Tree Text: I will not ever eat a tomato Willy the wimp Halibut Jackson Core Texts: Rama and Sita Stick Man The Jolly Christmas Postman		Literacy Tree Text: The Magic Paintbrush Little Red Core Texts: The Gingerbread Man 3 Billy Goats Gruff You Choose – Fairy Tales		Literacy Tree Text: The Tiny Seed The Extraordinary Gardener Core Texts: Tad Growing Frogs Ergo From seed to sunflower		Literacy Tree Text: Look Up Core Texts: Clean Up Somebody swallowed Stanley Supertato Coming to England The Dot		Literacy Tree Text: Izzy Gizmo The Night Pirates Weirdo Core Texts: The Bad Seed Katie and the Starry night The Magical Yet	
Reception	Literacy: Children begin to hear initial sounds, recognise and write their name and stretch words they want to write.		Literacy: Children begin to use their phonic knowledge to decode, blend and segment when reading and writing.		Literacy: Children begin to understand story structure, write words phonetically and read some common irregular words.		Literacy: Children are developing their understanding of story structure. Applying their phonic knowledge, and recognising to read and write some common irregular words.		Literacy: Children begin to write simple sentences and write for different purposes with increasing independence.		Literacy: Children discuss what they have read and continue to write with increasing independence and using more ambitious sentence structures.	
	Maths: Children use counting in their play and begin to subitise. They use everyday language to discuss size, quantity, weight and solve problems.		Maths: Counting from 0 to 20 using 1to1 correspondence. Solving simple number problems using different strategies.		Maths: Recognise, count and order numbers. Know what is 1 more or 1 fewer than a number and begin to solve doubling, halving and sharing problems. Learn number bonds to 5 and 10.		Maths: Explore properties of 2D and 3D shapes and use appropriate terms to describe them. Continue to solve problems using a range of strategies.		Maths: Begin to record calculations and develop use of mathematical language in relation to measurement.		Maths: Solve a variety of challenges and continue to record numbers and calculations. Learn to count in 2s, 5s and 10s and revisit number bonds to 5 and 10.	
	Understanding the World: Explore nature and discuss their findings. Discuss their family, background and important events.	Communication & Language: Listens to others in one-to-one or small groups.	Understanding the World: Celebrating festivals and important cultural events, taking in to account that everyone is different.	Communication & Language: Listens to familiar stories with increasing attention and recall.	Understanding the World: Investigate different materials and discuss their properties.	Communication & Language: Focusing attention – can still listen or do, but can change their own focus of attention. Is able to follow directions (if not intently focused)	Understanding the World: Children observe changes in nature.	Communication & Language: Shows variability in listening behaviour; may move around and fiddle but still be listening or sit still but not absorbed by activity	Understanding the World: Understanding the need to respect other people's beliefs and values.	Communication & Language: May indicate two-channelled attention, e.g. paying attention to something of interest for short or long periods;	Understanding the World: Understanding the impact of human activity on nature.	Communication & Language: Focus on listening and doing for longer periods of time.
	Physical Development: Focus on developing our gross and fine motor skills. Using one handed tools.	Expressive Arts and Design: Construct and build with a purpose in mind and work alongside others to produce something new.	Physical Development: Continue to develop fine motor control when using equipment. Variety of activities to develop gross motor skills.	Expressive Arts and Design: Confidently select resources, try new things and play cooperatively.	Physical Development: Use different types of equipment and tools, practice throwing, catching, skipping, hopping, climbing and jumping.	Expressive Arts and Design: Selecting appropriate resources and begin to learn different techniques. Introduce narrative into their play.	Physical Development: Understanding impact of exercise and healthy lifestyle on the body.	Expressive Arts and Design: Safely use and explore a variety of materials and textures to produce their work. Sing songs and perform dances and drama in play.	Physical Development: Continue to develop fine and gross motor skills.	Expressive Arts and Design: Representing our own ideas through a range of medium.	Physical Development: Children learn to play games and follow rules with increasing independence.	Expressive Arts and Design: Use and apply different processes and materials to produce their work. *ART WEEK
PSED: Children begin to take turns, share their feelings and build relationships.	Music: Listening to a range of different sounds, learning simple songs.	PSED: Children begin to take turns, share their feelings and build relationships.	Music: Singing, Turn-taking, Pulse and rhythm, Listening and Appraising, Performing (Christmas)	PSED: Children discuss their feelings and are aware of the needs of others.	Music: Singing – dynamics, Pitch, Pulse and rhythm, Listening and appraising	PSED: Children are supported to develop confidence to speak with peers and to strategies to resolve disagreements	Music: Singing – tempo, Pulse and Rhythm – untuned instruments, Listening and appraising	PSED: Continue to solve disagreements using learnt strategies.	Music: Singing using instruments – tuned, Pitch, Marking pulse and rhythm with a partner, Listening and appraising	PSED: Children understand different views and solve problems independently.	Music: Singing – interrelated dimensions, rhythm using pictures, Listening for rhythms in music & appraising, Identifying & demonstrating understanding of musical elements.	
Forest School: Setting expectations, boundaries and rules for exploring learning and playing in nature.	Safeguarding: School Rules, setting expectations for staying safe. Discuss E-Safety rules. Discuss bullying and importance of using kind words and gentle hands.	Forest School: Working together and building resilience. Creating Autumn themed transient art.	Safeguarding: School Rules, setting expectations for staying safe. Discuss E-Safety rules. Discuss bullying and importance of using kind words and gentle hands.	Forest School: Working together and building resilience. Introducing tools	Safeguarding: Focus on e-safety and how to be safe online. Sharing information with parents so that they understand the risk of unsupervised internet use	Forest School: Exploring and identifying the changes in nature. Introducing tools	Safeguarding: Focus on e-safety and how to be safe online. Sharing information with parents so that they understand the risk of unsupervised internet use	Forest School: Investigating Mini-beasts.	Safeguarding: Talk about risks and how to minimise risk and the important role different adults play in keeping us safe.	Forest School: Den building and increasing risk.	Safeguarding: Talk about risks and how to minimise risk and the important role different adults play in keeping us safe.	