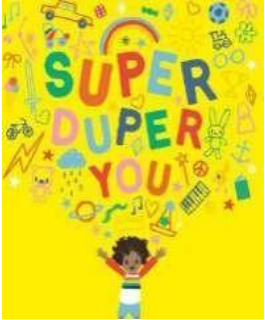
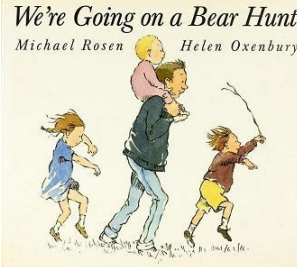
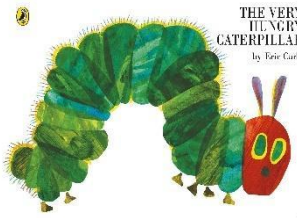
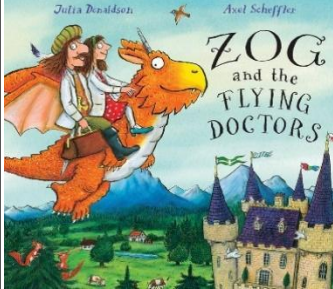
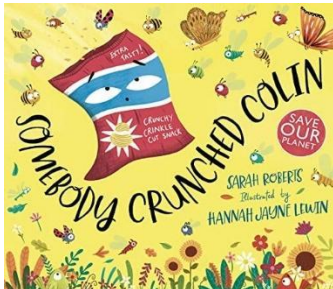


“Learning and Growing Together to Be the Best We Can Be”					
Autumn Term 1 Focus: Being special and Unique	Autumn Term 2 Focus: Families and celebrations	Spring 1 Focus: Right and Wrong How our own actions have consequences	Spring Term 2 Focus: Living things/ Where does our food come from?	Summer Term1 Focus: Our Community	Summer Term 2 Focus: Environmental sustainability and our world
What makes me super?	How are our families special?	How can we show kindness?	How do things grow?	What happens in our community?	How can we care for our world?
Core Text: 	Core Text: 	Core Text 	Core Text: 	Core Text: 	Core Text: 
Hook: All about me bags, photographs, stay and play with families after first two weeks.	Hook: Christmas tree hunt – Graves Park, family Christmas afternoon, Bear hunt	Hook: Investigation – Crime scenes for the ‘baddies’ of the stories	Hook: Chicks in, vegetable patch planting, farm visit (Matlock Park Farm)	Hook: The Dentist Visit, Parent visitors from jobs in the community	Hook: Litter picks, Summer Fayre,
Books • Our Class Is A Family • The Colour Monster starts school • Rainbow Fish • The Lion Inside • The Hugasaurus • Pumpkin Soup	Books • Owl Babies • Little Glow • Stick Man • Tiger who came to tea • T’was the night before Christmas • The Christmas Pine • Little Red Hen – Harvest links	Books • Little Robbin’s Red Vest • The Mitten • Supertato • Goldilocks and the Three Bears • Jack and the Beanstalk	Books • Hello Spring • The Very Hungry Caterpillar • Broccoli’s Big Day • Tad • Chicken Licken	Books • Zog • Rosie Revere, Engineer • You can’t call an elephant in an emergency • When You’re Fast Asleep – Who Works at Night-Time? • A Superhero Like you	Books • Somebody Crunched Colin • Tidy • The Snail and the Whale • Michael Recycle • We’re going on a picnic



Trips: Play and Stay- family focus Harvest Festival	Trips: Graves park (Christmas tree picking), family Christmas craft Church visit for Christingle	Trips:	Trips: Farm visit- Easter visit to church	Trips: Play and Stay session	Trips: Local community litter pick to Poolsbrook
Diversity, Community and Global Project Outcome:	Diversity, Community and Global Project Outcome: Family cookbook/Recipe book Bolsover Lantern Parade	Diversity, Community and Global Project Outcome: Dragon dance- Chinese new Year	Diversity, Community and Global Project Outcome: Making bread	Diversity, Community and Global Project Outcome: Local speakers	Diversity, Community and Global Project Outcome: Community Litter pick, recycled product to sell at summer fayre

Reception

Literacy – see Progression Document

EYFS Statutory Educational Programme: It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

<https://www.woodthorpeprimary.org.uk/EYFS/Curriculum/>

Activities related to literacy

Drawing Club Dough Disco Squiggle whilst you wriggle Jungle Journey	Drawing Club Dough Disco Tales Toolkit with CVC words Jungle Journey	Drawing Club Tales Toolkit with dictated sentences/CVC words	Drawing Club Tales Toolkit with dictated sentences	Drawing Club Tales Toolkit with sentence starters	Drawing Club Tales Toolkit with sentence starters
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Phonics

Read first 16 Set 1 sounds Learn to blend: Word Time 1.1 to 1.3 Spell using Fred Fingers	Read 25 Set 1 single letter sounds speedily Blend independently using Phonics Green Word cards: Word Time 1.1 to 1.5 Spell using Fred Fingers	Read Set 1 Special Friends Read words with Special Friends: Word Time 1.6 Review Word Time 1.1 to 1.5 Read 3-sound nonsense words Spell using Fred Fingers Ditty Sheets	Review Set 1 sounds speedily Read 4 and 5 sound words: Word Time 1.7 Review Word Time 1.1 to 1.6 Read 3 and 4 sound nonsense words Spell using Fred Fingers Red Books	Read Set 2 sounds and matching Phonics Green Words including longer words Review Set 1 Phonics Green Words Read nonsense words Spell using Fred Fingers Green Books
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Maths

Mastering Number x4 per week.
White Rose Maths for Shape, Space and Measure Sessions.
See Maths Overview for how this is distributed.

Expressive Art and Design

Safely uses a range of materials, tools and techniques and understand tools can be used for a purpose• Using simple tools competently,selecting an appropriate brush for a given purpose • Chooses shapes /materials /construction materials to fit a design brief using joining pieces, stacking, balancing etc. • Continues to explore colour and how colours can be changed • Experiment with different textures		Safely uses, explores and refines techniques to improve detail and finish • Replicates simple styles or artists' effects with support using a range of art forms e.g. movement, dance, music and visual arts • Selects/uses props and materials and techniques to develop their ideas though experimentation e.g. loose parts and joining shapes • Explore, use and refine a variety of artistic effects to express their ideas and feelings understanding that different media can be combined to create a new effect • Create collaboratively, sharing ideas, resources and skills		• Safely uses and explores variety of materials, tools and techniques,experimenting with colour,design, texture, form and function • Shares their creations,explaining the process they have used• Makes use of props and materials when role playing characters in narratives and stories	
Painting/ Mark Making/printing 1. Baseline of creating a self-image with a pencil 2. Baseline of creating of creating a self-image with paint 3. Exploring using paint and colour mixing 4. Printing 5. Baseline of Scissor skills – collage creation of their choice (i.e. favourite food) Malleable - Dough Disco Joining/collage 6. Transient art – create a face/portrait Modelling 7. Not a box story – junk modelling The dot book - Kandinsky art Mondrian Drawing club – Drawing Characters from Stories – key aspects of people and landscapes – progressively	Painting/ Mark Making/printing 1. Bonfire art based on the sound of a firework – chalk and paints – large art – link to bonfire night and Diwali 2. Colour mixing based on primary colours and secondary colours 3. Malleable - Story Dough Joining/collage 4. Class Collage – gluing paper Modelling 5. Not a stick – junk modelling and joining 6. Team Junk Modelling Artist - Andy Goldsworthy	Painting/ Mark Making/printing 1. Wax crayon and painting landscape art with water colours 2. Creating leaves to create a class beanstalk – rubbings, painting, colouring etc – which technique is your favourite Joining/collage 3. Cutting snowflakes – scissor skills 4. Weaving and threading to create mittens (felt or paper) Malleable - Story Dough Modelling 5. Peg doll characters for the traditional tales – explore similarities and differences with toys past and present 6. Chinese new year Monet - landmarks	Painting/ Mark Making/printing 1. Chick observational drawings 2. Printing with fruit and vegetables 3. Create a self-image with pencil drawing and paint 4. Horizontal and vertical brush strokes – landscapes. Introduce thick and thin paintbrushes for purpose. Joining/collage 5. Class collage of face Other 6. Fruit salads/skewers pattern making 7. Pancake day making	Painting/ Mark Making/printing 1. Spring flowering plants observational drawing 2. Colour mixing using black and white to create different tones etc. Joining/collage Malleable 3. Clay Modelling 4. Wheels and axel junk model structures that can move 5. I'm not an egg box Orla Keeley	Painting/ Mark Making/printing 1. Create a self-image with pencil drawing and paint Joining/collage 1. Flower bashing – with a hammer on canvas Malleable 6. Clay Modelling 2. It's not a crisp packet 3. Recycled junk modelling project to sell at summer fayre Any Warhol



	Drawing club – Drawing Characters from Stories – key aspects of people and landscapes – progressively		Artist - Giuseppe Arcimboldo		
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EAD (Music)

Sings a range of well-known rhymes and songs in a group or on their own • Performs songs/poems/stories with others and in their pretend play • Imitates movement response to music • Taps out simple repeated patterns		Chooses sounds, movements, instruments, colours and materials to represent ideas/characters, real-life event, objects, events and people. • Sing songs, makes music and experiments with ways of changing them, increasing matching the pitch and following the melody, learning how sounds and movements can be changed • Uses combinations of art forms, e.g. moving and singing, making and dramatic play, drawing and talking, constructing and mapping • Uses movement and sounds to express experiences, expertise, ideas and feelings. Tries to move in time with music		Invents, adapts and recounts narratives and stories with peers and their teacher • Sings a range of well-known nursery rhymes and songs • Performs songs, rhymes, poems and stories with others, and – when appropriate – tries to move in time with music	
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Kapow Unit 1 –
Exploring Sound

Kapow Unit 2 –
Celebration Music

Kapow Unit 3 –
Music and Movement

Kapow Unit 4 –
Musical Stories

Kapow Unit 5 –
Transport

Kapow Unit 6 –
Big Band

PSED

Kapow Unit 1 – Self Regulation – My Feelings	Kapow Unit 2 – Building Relationships, Special Relationships	Kapow Unit 3 – Managing Self and Taking on Challenges	Kapow Unit 4 – Self Regulation, listening to and following instructions	Kapow Unit 5 – Building Relationships My family and Friends	Kapow Unit 6 – Managing self – My Wellbeing
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PD

Jungle Journey	Jungle Journey	Beyond The Physical Spring 1 Evade, Escape	Beyond The Physical Spring 2 Search, Steal, Share	Beyond The Physical Summer 1 Crawl, Climb, Collect	Beyond The Physical Summer 2 Hands Free Equipment
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Understanding the World					
Have a greater awareness of seasonal change • Describes processes (melting/freezing/plant growth/decay) in simple terms • Chooses actions to care for the environment • Talk about how things happen and how things work • Talks, comments, ask questions about aspects of their familiar world such as the place they live or the natural world		Uses careful observation to describe changes over time, similarities, differences and change in nature • Identifies and groups living things by simple features e.g. with wings or legs • Explains simple cause-and-effect in the natural world • Compares local and contrasting Environments • Explains effects of changing seasons		Explores the natural world around them, making observations and drawing pictures of animals and plants • Knows some similarities and differences between the natural world around them and contrasting Environments, drawing on their experiences and what has been read in class • Understands some important processes and changes in the natural world around them, including the seasons and changing states of matter	
Uses non-fiction and maps to describe local environment • Knows similarities/differences between cultural/religious communities and special events for family or friends • Names key people and places in the community describing special times and events • Shows interest in the lives of people who are familiar to them		Applies knowledge about environments recognizing similarities between life in this country and other Countries • Talks about traditions and reasons behind celebrations, enjoying family customs and routines • Draws information from a map • Compares environments using photos/maps • Begins to show an interest in different occupations and ways of life • Knows similarities and differences between themselves and others, among families, communities, cultures and traditions		• Describes environment using observation, discussion, texts and maps • Knows similarities/differences between communities in this country • Explains similarities/differences between life in this and other countries • Uses map Knowledge appropriately in classroom contexts	
Talks about images, stories, artefacts from familiar situations in the past • Knows similarities/differences between past and now from texts • Remembers and talks about recent/familiar events (e.g., birthday) • Understands grandparents are older than parents • Uses vocabulary related to the past (then/now/long ago) • Identifies that objects show signs of age/use		Explains changes over time in familiar contexts describing familiar special times e.g. Christmas, Eid • Asks questions about the past using pictures/artefacts • Uses language of time Accurately (past/present/future) • Understands that Celebrations happened before they were born • Understands settings/characters/events from the past in stories were before they were born		Talks about people's lives and roles in society • Knows similarities/differences between past and now from experience and reading • Understands the past Through storytelling and texts • Uses appropriate vocabulary to describe changes over time	
UW Outcomes:		UW Outcomes:		UW Outcomes:	

People and Communities - Talk about likes and dislikes - Identify and talk about members of their family. - Special Talents Show - Differences and Similarities between themselves and others - What makes them unique The Natural World - Seasons-Autumn - Identify and name parts of their body. - Know the five senses and how to use them. Past and present - Baby and now comparison	People and Communities - All About My Family - My favourite memory with my family - Talk about their family traditions at Christmas - Diwali - Bonfire Night - Remembrance day The World - Seasons- Winter - Christmas around the world Past and Present - Christmas in the past – Grandparents experiences, photographs in the past	People and Communities - Goodies and baddies in traditional tales – what are our experiences with this - Chinese New Year - Comparison with India - Kolkota links The World - Light and dark - Compare our school to Kolkota School - Compare our parks to India Past and present - Comparing the school what it looks like now and what it used to look like	People and Communities Occupations- farmers People who help us The World - To be able to identify and name animals on a farm. - Matching baby animals to grown up animals. - Animals to their habitats - To be able to identify where food on a farm comes from. - Lifecycle of a chick. - Food which is grown - Planting and Growing- fruits and vegetables - Seasons - spring Past and Present	People and Communities - When I grow up I want to be... - Occupations- people who help us and look at different jobs The World - How to get help in an emergency - Minibeast hunts and our school environment Past and Present - Vehicles - Change of outfits/how jobs have changed - Gender Roles in jobs previously	People and Communities - What makes our school environment a nice place to be - Video tours for new EFYS starters The World - Seasons- Summer - Bee week - Recycling/Litter - Pollution - Electricity Past and Present - No electricity in past comparison - Compare photographs at the start of the EFYS year to now - What I have learned at school this year -
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	photographs. How they can be used. How to take them.	Explore different instruments Select technology to make music.		for creating different content.	
RE					
Derbyshire and Derby Agreed Syllabus: Being special : where do we belong? Which people are special and why?	Understanding Christianity: Why do Christians perform nativity plays at Christmas? Why is Christmas special for Christians?	Derbyshire and Derby Agreed Syllabus: Which stories are special and why?	Understanding Christianity: Why do Christians put a cross on their Easter garden? Why is Easter special to Christians? (Salvation)	Derbyshire and Derby Agreed Syllabus: Which places are special and why?	Understanding Christianity Why is the word God important to Christians?

