

EYFS and Year 1 Curriculum Overview 2021-22

Curriculum Overview

School: Werrington Primary School	Head Teacher: Mr Jon Phillpotts
Completed by EYFS Teacher: Tegan Small	Name/ Signature/ Date: Miss Tegan Small – 24.07.21
Shared with Curriculum Leaders: All teaching/leadership staff	Name/ Signature/ Date: Mrs Janice Buckthought – 26.07.21, Miss Kerri Andrew – 26.07.21, Mrs Nicola Hosking – 26.07.21, Mr Jon Phillpotts – 26.07.21
Monitored by Curriculum Leader: Jon Phillpotts (To ensure subject coverage and weighting).	Name/ Signature/ Date:

Curriculum Aims

Intent: Our mixed-age, EYFS and Year 1 Curriculum has been thoughtfully designed to reflect our school's vision statement of maintaining high expectations, aspiration and respect for all. We have created our curriculum with the intent to nurture lively, enquiring minds, to have a love of discovery, the bravery to make decisions and the confidence to take ownership of their learning. We feel this is best achieved through an approach which centres the child, whereby teaching and learning opportunities comprise of a purposeful balance between child-initiated and adult-led experiences in order to ensure provision and progress for children is uniquely and developmentally appropriate for them.

Implementation: We adopt a play-based, discovery-led approach, providing rich, effective continuous provision, which links succinctly to EYFS and National Curriculum objectives and aims through an enabling environment, open-ended exploration, purposeful adult-led interactions and specific provision enhancements. This combination ensures children are able to learn, revisit, rehearse and then apply skills in a new way, promoting the best learning processes and outcomes. We believe it is important for children to become reflective learners, recognising and utilising their individual strengths, whilst also noticing their own areas for development, using these to set their own goals and targets. Our curriculum is scaffolded by the school's natural environment and reflects the interests of the children, alongside necessary skills and knowledge development, to enable children to reach their full learning potential.

Impact: Adults are seen as co-explorers and facilitators in our environment, learning with the children and using these interactions to inform continuous, purposeful assessment. Frequent formative assessment opportunities, gaps analysis and professional dialogue between facilitators informs future provision and targeted interactions to ensure all children have the best chance of achieving the seventeen Early Learning Goals (for Reception pupils) or developing appropriate mastery of the Year 1 National Curriculum (for Year 1 pupils). Our curriculum design aims to provide a holistic education for all.

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Possible Themes <i>(not necessarily based on interests,</i>	Belonging/Me and my feelings Harvest/Halloween	Friendships Christmas/Nativity Weather/Seasons	People who care for us Women in history Materials and STEM	Easter/new life Around the world Healthy foods (link to world/cultures)	Historic events (eg GFOL) Sacred people Mini-beasts and wildlife	Seaside/local environment Sacred places E-safety/technology

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these to be added termly)		Past and Present					
Key Texts (all rec&Y1)	Fiction	<p>'We're going on a Bear Hunt'- Michael Rosen</p> <p>'Owl Babies' by Martin Waddell and Patrick Benson</p> <p>'Belonging'- Jeanie Baker</p> <p>'Dogs don't do ballet'- Anna Kemp</p> <p>'Harry and the Dinosaurs go to school'- Ian Whybrow and Adrian Reynolds</p> <p>'Sometimes I feel Sunny'- Gillian Shields</p> <p>'Pumpkin Soup' by Helen Cooper</p>	<p>'Grandad's Island'- Benji Davis</p> <p>'The Snail and The Whale' - Julia Donaldson</p> <p>'Dogger'- Shirley Hughes</p> <p>'Lost and Found'- Oliver Jeffers</p> <p>'Father Christmas needs a wee'- Nicholas Allan</p> <p>'Into the Forest'- Anthony Browne</p>	<p>'When I grow up'- Weird Al (Al Yankovic)</p> <p>'Great Women who changed the world'- Kate Pankhurst</p> <p>'The Queen's knickers/handbag/hat'- Steve Antony</p>	<p>'Jack and the Jellybean Stalk'- Rachael Mortimer and Liz Pichon</p> <p>'The Runaway Pea'- Kjartan Poskitt</p> <p>'I really want to eat a child'- Sylviane Donnio</p> <p>'Supertato' by Sue Hendra and Paul Linnet</p> <p>'Jack and the Beanstalk'- Traditional Tale</p> <p>'Oi Frog!'- Kes Gray and Jim Field</p>	<p>'Firework Night' – Andrew Collett (poetry)</p> <p>'The Very Lonely Firefly'- Eric Carle</p> <p>'Fireflies in the Night'- Judy Hawes</p> <p>'Doing the animal bop' – Jan Ormerod</p>	<p>'The Train Ride' – June Crebbin</p> <p>'The Night Pirates'- Peter Harris</p> <p>'Billy's Bucket'- Kes Gray</p> <p>'Flotsam'- David Wiesner</p>
	Non-fiction	History books- past and present	'Seasons' by Hannah Pang and Clover Robin	Bold Women in Black History – Vashti Harrison		I Wanna Iguana- Karen Kaufman Orloff	If Sharks Disappeared- Lily Williams
CLL		<ul style="list-style-type: none"> Listening, Attention and Understanding Learn new vocabulary. Listen carefully to rhymes and songs, paying attention to how they sound. Use new vocabulary in different contexts. Use new vocabulary through the day. Learn rhymes, poems, and songs. 					

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■ Speaking Spoken Language	Understand how to listen carefully and why listening is important.	Ask questions to find out more and to check they understand what has been said to them.	Articulate their ideas and thoughts in well-formed sentences.	Describe events in some detail.	Listen to and talk about stories to build familiarity and understanding.	Retell stories once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.
	Engage in story times.	Develop social phrases.	Connect one idea or action to another using a range of connectives.	Use talk to help work out problems and organise thinking and activities.	Engage in non-fiction books.	Use new vocabulary in different contexts.
	Listen and respond appropriately to adults	Engage in story times.	Engage in non-fiction books.	Explain how things work and why they might happen.	Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	consider and evaluate different viewpoints, attending to and building on the contributions of others
	ask relevant questions to extend their understanding and knowledge	use relevant strategies to build their vocabulary	Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas	participate in discussions, presentations, performances, role play, improvisations and debates	select and use appropriate registers for effective communication.
		articulate and justify answers, arguments and opinions	give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings	Speak audibly and fluently with an increasing command of Standard English	gain, maintain and monitor the interest of the listener(s)	
	Possible Enhancements:					
	iPads and QR codes: audiobooks	Sentence strips	Role play resources	Museum artefacts		
	Story-telling dice	Various writing materials (rotated)	Puzzles and games (rotated)	Small world/Loose parts materials		
	Story-telling cards	Range of reading materials (rotated)	Curiosity tray			
	Voice recorders	Story Spoons/sacks	iPad stop frame apps			

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<p>PSED</p> <ul style="list-style-type: none"> Building Relationships Managing Self Self-Regulation <p>PSHE</p>	<p><i>NB. These statements have been split for extra focus, but all will apply on an ongoing basis throughout the reception year.</i></p>					
	<p>Self-Regulation:</p> <ul style="list-style-type: none"> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. <p>Managing Self:</p> <ul style="list-style-type: none"> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge Explain the reasons for rules, know right from wrong and try to behave accordingly Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. <p>Building Relationships:</p> <ul style="list-style-type: none"> Work and play cooperatively and take turns with others Form positive attachments to adults and friendships with peers Show sensitivity to their own and to others' needs. 					
	<p>Children's own family and family life.</p> <p>Looking at children's differences and preferences. Making friends with other children. Exploring feelings of loneliness.</p> <p>Role Play "home" area.</p>	<p>Comparing own family and family life to Inuit people.</p> <p>Exploring the emotion of happiness.</p> <p>Empathizing with characters from the story. How do they feel?</p> <p>Have we ever been scared? Why?</p> <p>Healthy friendships</p> <p>Emergencies and getting help</p>	<p>Consider how it feels if you don't succeed at first or achieve your goal?</p> <p>What happens if children are faced with challenges, they feel afraid?</p> <p>Discuss relationships with their own family members and special people.</p> <p>People who care for us</p> <p>Our bodies and boundaries (NSPCC)</p>	<p>Co-operative role play at the doctor's surgery.</p> <p>Taking it in turns with the roles.</p> <p>Recall and act favourite part of the story.</p> <p>Create story maps in pairs.</p> <p>Our Health</p> <p>Healthy foods</p>	<p>Discuss what Jack did in the story – was it right or wrong?</p> <p>Talk about feelings of other characters.</p> <p>Good and not so good feelings</p>	<p>Explore significant birthdays with the children. Remember presents and things they did on their birthday.</p> <p>Recall surprises in our own lives.</p> <p>Talk about things that we are afraid of.</p> <p>Managing our time safely online.</p>

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	Creating class photos of friendly behaviour.					
	We all have feelings					
	Rights and Responsibilities					
Physical Development <ul style="list-style-type: none"> Gross Motor Fine Motor PE Handwriting	<p>Gross:</p> <ul style="list-style-type: none"> Negotiate space and obstacles safely, with consideration for themselves and others Demonstrate strength, balance and coordination when playing Move energetically, such as running, jumping, dancing, hopping, skipping and climbing <p>Fine:</p> <ul style="list-style-type: none"> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases Use a range of small tools, including scissors, paint brushes and cutlery Begin to show accuracy and care when drawing 					
	Experiment with a wide range of tools, some familiar and some new.	Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.	Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming.	Obstacle courses Dance- music-making and accompanying movements	Combine different movements with ease and fluency.	Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.
	Encouraged to mark-make in multiple ways, regularly.	Hand-eye coordination activities including paint-based	Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball.	Cutting control activities Handwriting fluency	Develop the foundations of a handwriting style which is fast, accurate and efficient.	Begin cursive joins (some)
	Dough Disco		Painting/mark-making			
	Pencil control	Pencil control	Handwriting/pencil grip activities		Perform dances using simple movement patterns.	
	Form all digits and lower-case letters	Letter families				

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	correctly, sitting correctly with effective pencil grip Master basic movements including running, jumping, throwing and catching	Form all capital letters correctly	Develop balance, agility and co-ordination, and begin to apply these in a range of activities and participate in team games, developing simple tactics for attacking and defending		Athletics- Sports and Olympics Day	
Literacy (Phonics-based) <ul style="list-style-type: none"> Word Reading Writing See Full RWI planning for Y1.	Read, Write Inc phonics following school phonics progression map Word Reading: <ul style="list-style-type: none"> Say a sound for each letter in the alphabet and at least 10 digraphs Read words consistent with their phonic knowledge by sound-blending Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. Writing: <ul style="list-style-type: none"> Write recognisable letters, most of which are correctly formed Spell words by identifying sounds in them and representing the sounds with a letter or letters Write simple phrases and sentences that can be read by others. 					
	Learn single letter sounds by saying the sounds for them. Begin to blend familiar/known sounds into simple words (e.g. CS and CVC), so that they can start decoding short words. Begin single letter formation.	Know all single letter sounds. Continue blending familiar/known sounds into simple words (e.g. CS and CVC), so that they can read short words. Begin to write some simple CVC words using 'Fred Fingers' (known sounds only).	Read all Set 1 single sounds and learn Set 1 digraphs (special friends) Read a few common exception words matched to the red words on ditty sheet/red ditty level Continue writing simple words, some including Set 1 special friends (digraphs).	Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Begin recalling a given sentence and recording it	Read simple sentences with increasing fluency (Fred Talk and Fred in your head for some more familiar words) Begin to learn Set 2 sounds/digraphs. Form all lower-case and capital letters correctly. Write simple sentences from memory (hold a sentence), including	Begin proof-reading, re-reading what they have written to check that it makes sense and 'fix' with purple pen.

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				(simple sentences with known red words and phonemes). Capital letter recognition.	capital letters, finger spaces and a full stop.	
Literacy <ul style="list-style-type: none"> Comprehension Vocabulary and Talk 	Comprehension: <ul style="list-style-type: none"> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary Anticipate – where appropriate – key events in stories - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. C&L (Speaking): <ul style="list-style-type: none"> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate 					
	Book Talk linked to key texts (anticipation) Story re-telling (own words and some new vocab) listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently drawing on what they already know or on background	Book Talk linked to key texts (prediction and explanation) Story re-telling (own words and some new vocab) discussing the significance of the title and events being encouraged to link what they read or hear read to their own experiences predicting what might happen on the basis of what has been read so far	Book Talk linked to key texts (use new vocab/word-meaning emphasis) Story re-telling (new vocab focus, key events recall) checking that the text makes sense to them as they read and correcting inaccurate reading making inferences on the basis of what is being said and done participate in discussion about what is read to them, taking turns and	Book Talk linked to key texts (debate/discussion stem sentences) Story re-telling (innovation/imagination) becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics recognising and joining in with predictable phrases learning to appreciate rhymes and poems, and to recite some by heart	Book Talk linked to key texts (poetry focus) Story-telling discussing word meanings, linking new meanings to those already known	Book Talk linked to key texts (non-fiction focus/technical vocab) Story-telling explain clearly their understanding of what is read to them

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	information and vocabulary provided by the teacher		listening to what others say			
Possible Enhancements:						
	Un-finished story maps (illustrated)	Dressing up outfits (open-ended)	Photographs of own families at work	Rhyming songs and nursery rhymes	Sparklers	Pirate letters (old, tea-staining resources)
	Story moment bags/sacks (masks, props, photos etc from story for role play)	Small-world figures (island themed)	Job photos and video clips	Rhyming matching cards	Fire-building/toasting marshmallows	Treasure maps
	Sound scavenger hunt sheets (texture-related e.g. Velcro)	Teddies	Portrait resources (mirrors etc)	Talking tins/voice recorders	Powder paints, chalks and black sugar paper	Historic artefacts/photos
	Bear mask-making station	Friendship soup resources	History books	Puppets (traditional tale props)	Coloured card and stamp making resources	Transport/construction
	Natural resources (mud, grass, water, sand)	Friendship bracelet instructions	Museum artefacts	Prop-making station	Large paper roll (collaborative skyline)	Sea creatures small world
	Footprint plaster casts.	Card-making (for a friend)	Role play resources	Green beans planting, non-fiction books/instructions/gardening tools	Mud kitchen (hot choc making)	Plastic pollution tuff spot
		Cardboard boxes/tubes (adventures e.g. ships)	Science based enquiry area	Farm and fantasy small world	Letter writing resources and post box	Climate change/food chain resources e.g. paper chains
		Small world animals and habitats (loose parts)	Dinosaurs and dinosaur fossils/plaster of Paris	Mud kitchen potion recipes	Photos of exotic animals and junk modelling	Landscape resources (fabrics)
		Printing/collage materials				Clay/collage
Literacy	Descriptive language and oral sentence building	Descriptive language and oral sentence building	Descriptive language and oral sentence building	To re-tell a traditional tale and a tale twist.	To explore emotive language and poetry, using ambitious language and have a go at recording this	To use books and online technology to source information
• Writing (outside of phonics- link back to Writing objectives above)	Vocab building	Vocab building	Vocab building	To re-enact a story (inc. illustrations and a story map)	To write simple sentences, including an adjective	To write in a non-fiction style (facts)
	Compose sentences orally before writing.	'Brave' and paired writing.	'Brave' and paired writing.	Brave writing (independent)- simple words and sentences	To use capital letters and full stops	To explore positive and negative themes/ideas
	Accurate use of capital letters,	To write and sequence effective sentences using emotive language (to create a short narrative).	Writing for a purpose	To explore rhyme		
			To use the personal pronoun 'I' as a capital.			

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	finger spaces and full stops. Use the conjunction 'and'	To use the subordinating conjunction 'but' To use an exclamation mark	To notice and explore technical features of a non-fiction text To write effective sentences for a purpose, proof-reading to sense-check and improve To use a question mark	To explore rhyme To explore traditional tales, re-telling and re-imagining them in order to write in a similar style. To sequence sentences to form a short, imaginative narrative To read aloud their writing to others	To explore poetry To understand the terminology of 'singular' and 'plural', knowing whether to add 's' or 'es'. To explore onomatopoeia and focus of verbs and adverbs To write for persuasion To proof-read and 'assess' others' writing	To write a question (effective, punctuated simple sentences) To use books and online technology to source information To use suffixes accurately, including 'ed'. To write emotive sentences, including questions, thoughts and exclamations. To use the prefix 'un'.
	Possible enhancements for writing (provision)					
	Writing feelings and post in feelings box. Writing notes home to family. Oral storytelling scribed by the teacher. Writing with nature and in nature Owl thought and speech bubbles Story map writing	Adventure stories Setting descriptions Small world captions and labels Writing questions/ cards/ notes/ messages to characters (card-making resources) Diagrams and character descriptions Speech/thought bubbles. Christmas wishes on speech bubbles	Dinosaur descriptions Invention/adventure writing When I grow up writing frames/captions (photos/clips) People who care for us poster iPad writing to make slideshow of important people eg scientists and what they discovered Stick writing Positivity messages	Write mud kitchen recipes Writing gardening/planting instructions Character descriptions Innovating story to change 1 thing Writing scripts for own play/re-telling role play Writing questions to the characters e.g. to the Giant Write rhyming words (including nonsense)	Onomatopoeia writing (picture cards and listening game) Recount of fireworks night/bonfire Powder paint writing Post-it notes and images/clips for adjectives etc Captions for artwork Sentence building game and writing rhyming words (nonsense included)	Pirate Passports. Making maps (tea-staining etc) Treasure map and ship ticket writing Driftwood writing Instructions to make... Photos from home with captions of what they can see Pebble writing Posters (climate change) Captions for their artwork

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	Unfinished story map completion How to, instruction writing Fears writing with images	Christmas lists and catalogue images Letters to Santa and to lonely people/somebody you miss at Christmas time Christmas stories	Post-it notes Habitat/animal labels and captions	Bean/seed letter formation/word-building	Who, What, Where, When, Why collaborative game Animal descriptions (Guess Who style)	Old fashioned quill and ink
Maths <ul style="list-style-type: none"> Number Numerical Pattern Shape and Space 	<p>Number: Have a deep understanding of number to 10, including the composition of each number Subitise (recognise quantities without counting) up to 5 Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. Numerical Patterns: Verbally count beyond 20, recognising the pattern of the counting system Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. Shape and Space: Use general language to describe measurements e.g. size, weight and capacity Create, describe and recognise patterns in various forms Explore everyday objects and shapes and use shape names and mathematical language to describe them</p>					
	-Matching and sorting -Comparing and composition of numbers 1-3 -One-to-one principle -Positional language -Number: Place Value (within 10) -Number: Addition and Subtraction (within 10)	-Representing numbers 1-5 -Identifying one more and one less (within 5: beginning of number bonds to 5) -Subitising -Patterns -Number: Addition and Subtraction (within 10) -Geometry: Shape -Number: Place Value (within 20)	-Introducing 0 -Composition and -Comparing 4-8 -Making pairs -Combining 2 groups (number bonds to 5) -Subitising -Shape -Number: Addition and Subtraction (within 20) -Number: Place Value (within 50)	-Composition and comparison of numbers to 10 -Number bonds to 10 -Measure (size: length and height) -Shape -Measurement: Length and Height Weight and Volume	-Building numbers beyond 10 (teen numbers) -Number/counting patterns beyond 10 -Addition and Subtraction (adding on) -Doubling -Measure (capacity & volume) -Number: Multiplication and Division -Number: Fractions -Geometry: Position and Direction	-Halving, doubling, sharing & grouping -Even and Odd numbers -Money & time -Spatial reasoning Number: Place Value (within 100) Measurement: Money and Time

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	Possible Enhancements (aside from specific mathematics manipulatives/resources):					
	Wellies/socks Snap/pairs cards and games Beads/pompoms/buttons for shape/size/colour sorting Natural materials (eg. stones/sticks) Teddies for positional language Sweets Playdough	Sweets/loose parts Playing cards Googly eyes/junk modelling Pipe cleaners Jewellery Pasta Fruit/foods Cocktail sticks	Wellies/socks Snap/pairs cards and games Pegs + line/hook Gingerbread men/decorations Loose parts (pipe cleaners, beads, pasta, pompoms) Paint	Egg boxes Loose parts Shoes (objects to be units of measurement) Everyday objects for 3D shapes (ball, pringles tube etc) Paint Playdough	Sweets/loose parts Ladybird print outs/butterflies Aliens Containers	Tea party resources/food Aliens and tissue paper/hole punch circles Puzzles
Understanding the World <ul style="list-style-type: none"> Past and Present People, Culture and Communities The Natural World. History Geography RE Science	Past and Present: <ul style="list-style-type: none"> Talk about the lives of the people around them and their roles in society Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class Understand the past through settings, characters and events encountered in books read in class and storytelling People, Culture and Communities: <ul style="list-style-type: none"> Understand their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. The Natural World: <ul style="list-style-type: none"> Explore the natural world around them, making observations and drawing pictures of animals and plants Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. 					
	Talk about members of their family and their	Forage- Look at seasonal growth (what grows in autumn? What is	Explore the past through artefacts, story-telling and acting (video clips)	Explore various maps including a world map	Comment on images of familiar situations in the past.	Explore the geographical features of the world around them, starting

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<p>jobs. Talk about jobs in the community.</p> <p>Explore and order own photos of self from birth to now to look at changes over time.</p> <p>Explore photographs of, and things from, their families in the past and compare with their own (e.g. cars, clothes, toys, food)- inc. rec.</p> <p>RE: Who is God and why is this word important to Christians? What other Gods exist in other faiths?</p>	<p>edible?), then into freezing and melting/defrosting (pumpkin soup making).</p> <p>Explore changes in the weather across the year in their own environment, particularly looking at Autumn and Winter- inc. rec.</p> <p>Record temperature and rainfall (using hand-made rain gauges) – inc. rec</p> <p>Use a globe and torch to explore and explain why daylength changes and look at the link to seasons.</p> <p>RE: Who is Jesus? Nativity story.</p> <p>RE: Why do Christians celebrate Christmas?</p>	<p>Explore famous women in history and how they have discovered/invented things which helped shape the way we live today. Focus on Mary Anning and Marie Curie (inc. rec voluntarily)</p> <p>What is the best material for a...?</p> <p>RE: Special times (Easter)</p> <p>RE: Why do Christians celebrate Easter (Salvation story)? Compare Easter to another celebration in a different faith.</p>	<p>Explore and compare contrasting places around the world with our local environment (communities, people and nature)- How is life different in...?</p> <p>Explore the structure and lifecycle of a plant and see that a tree is also a plant. Identify and name a range- inc rec.</p> <p>Plant seeds and predict/observe changes that take place and sketch/record these- inc. rec.</p> <p>Explore and compare different continents and look closely at the equator and temperature change. What differences does the temperature make? (animals, transport, geographical features, plant growth, lifestyle)- inc. rec</p> <p>RE: Belonging (Who am I, what makes me special?)- inc. Y1</p> <p>RE: Do I belong to a faith? What makes us unique?</p>	<p>Compare and contrast characters from stories, including figures from the past.</p> <p>Learn about the Great Fire of London- What caused it (story from the past)? What changes did it make to London as a city? – inc. Rec.</p> <p>Explore animal structures and diets and classify based on features- inc. rec.</p> <p>RE: Special stories (multi-cultural).Inc. Y1- focus on Judaism and Jewish customs</p>	<p>with immediate school environment and widening to county.</p> <p>Devise simple maps of areas important to them</p> <p>Observe and record info about the features and wildlife around them</p> <p>Know which body parts are responsible. Become familiar with, and label, the human body- inc. rec for senses.</p> <p>Devise more detailed maps of our local area, creating and labelling an accurate, 3D landscape model. Decide whether a feature is human or physical, using geographical language to explain thinking.</p> <p>RE: Special places (multi-cultural) – inc. Y1</p>
Observe	Observe and measure	Ask Questions	Set up enquiry	Interpret and Report	Identify and Classify

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Enquiry Skills (working scientifically)	Use their observations and ideas to suggest answers to questions.	Observe closely, using simple equipment.	Ask simple Qs and recognise that they can be answered in different ways	Perform simple tests. Record Gather and record data to help in answering questions.	Identify and classify. Use appropriate scientific language to communicate ideas.	Draw upon information to make comparisons and reach conclusions
Science and Working Scientifically	Seasonal Changes Observing closely, using simple equipment Asking simple questions Performing simple tests		Everyday Materials Identifying and Classifying Performing simple tests and using observations and ideas to answer questions Asking simple questions and recognising they can be answered in different ways	Plants Observing closely, using simple equipment Identifying and Classifying	Animals inc. Humans Performing simple tests and observing closely Identifying and Classifying Gathering and recording data to help in answering questions	
Technology Computing	To engage with age-appropriate software. Recognise common uses of information technology beyond school Use technology safely and respectfully and identify who to turn to for help	To explore the use of technology as a means of capturing images. Use technology purposefully to create, organise, store, manipulate and retrieve digital content	To produce our own videos. Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions	To use technology as a research tool- inc. Y1	To explore simple programming Create and debug simple programs	To explore programming and simple de-bugging Use logical reasoning to predict the behaviour of simple programs

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	<p>Torches for dark reading den.</p> <p>IWB and iPads (inc. QR codes for audiobooks).</p> <p>E-safety</p>	<p>Use of iPad as a camera.</p> <p>Introduce Chatterpix app.</p> <p>Draw over photos using app and finger (iPad)- inc. Y1</p> <p>Create digital artwork (IWB)</p> <p>Open and save a word/PP doc. Find saved doc and create simple friendship poster.</p>	<p>Using the iPads and other recordable devices to tell and/or act out a fantasy story (own or known).</p> <p>Video record giving instructions to somebody and them following these. Remember to follow exact instructions/be very clear and precise-practical/physical programming.</p>	<p>Using iPads and laptops for research.</p> <p>Finding google and searching key words.</p> <p>E-safety</p>	<p>BeeBots</p> <p>BeeBots and Turtle</p>	<p>Turtle (J2E)</p> <p>BeeBots and Turtle</p>
<p>Expressive Arts and Design</p> <ul style="list-style-type: none"> Creating with Materials Being Imaginative and Expressive <p>Art and Design</p> <p>Design and Technology</p>	<p>Creating with Materials:</p> <ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and functions Share their creations, explaining the process they have used Make use of props and materials when role playing characters in narratives and stories. <p>Being Imaginative and Expressive:</p> <ul style="list-style-type: none"> Invent, adapt and recount narratives and stories with peers and their teacher Sing a range of well-known nursery rhymes and songs Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. 					
	<p>Develop storylines and narrate their play.</p> <p>Begin using voice and body to sing nursery rhymes and songs</p> <p>Experiment with various tools and materials and</p>	<p>To continue experimenting with materials.</p> <p>To explore new techniques and tools, focussing on developing function</p> <p>Design-Make-Evaluate-Technical Knowledge stage objectives</p>	<p>Re-count and adapt well-known stories and re-enact with peers, using a range of props and materials</p> <p>Perform songs with others</p> <p>To refine my cutting and joining skills, using scissors efficiently and</p>	<p>Exploring new techniques and focussing on developing form and texture</p> <p>To use materials creatively to explore form, shape and pattern techniques through sculpture</p>	<p>Perform dances which move in time with music.</p> <p>Watch and talk about others' dance and performances, expressing their feelings and responses.</p> <p>To explore the techniques from, and make links to, artists work, using mixed-media techniques to</p>	<p>Develop use of design prior to the making process to refine ideas and techniques.</p> <p>To share creations with others, discussing the making process and the outcome using language of the elements and identifying techniques</p>

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	<p>focus on developing colour.</p> <p>To creatively explore drawing, painting and collage techniques to develop colour, line and texture techniques</p> <p>To explore the techniques from, and make links to, artists work</p>	<p>To creatively explore drawing, painting and collage techniques to develop colour, line and space techniques</p>	<p>choosing effective joining materials</p> <p>Design-Make-Evaluate-Technical Knowledge stage objectives</p>	<p>To refine my drawing skills using abstract materials</p>	<p>creatively investigate texture, painting and collage</p>	<p>Design-Make-Evaluate-Technical Knowledge stage objectives</p> <p>To use my artistic knowledge to refine my DT project</p>
	Possible Enhancements/lines of exploration:					
	<p>Art- Basic mark-making, experimenting with various tools</p> <p>Naming and using primary colours to explore colour-mixing</p> <p>Portraits- (drawing/painting/collage)</p> <p>Artists: Vertumne Arcimboldo (great/past) and David Booth (present)</p> <p>Landscapes (mixed-media, nature-based,</p>	<p>Art and then DT- Christmas Decorations- design, make, use, evaluate (whole-school projects)</p> <p>- Inc. Y1 (DT)</p> <p>Portraits- (drawing/painting/collage)</p> <p>Artists: Vertumne Arcimboldo (great/past) and David Booth (present)</p>	<p>DT- Invention (joining, levers)- will be personal and based on elicitation/chn's interests from History/science topic- inc. Y1</p>	<p>Art- Sculpture/air-dry clay dish (flower/fruit?)</p> <p>'Mud' artists (multi-cultural art)- inc. Y1</p>	<p>Art- Creating mini-beasts using different mediums (inc. transient art).</p> <p>Mono-printing (flowers/plants/mini-beasts) then exploring collage with prints made</p> <p>Artist: Polly Castor</p>	<p>DT- Junk Modelling- plastic bottle sea creature wind chime/wall hanging- inc. Y1</p>

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	abstract materials) -Bear Hunt story inspired Artists: Gregory Euclide, Helen Oxenbury – inc. rec					
D and T (joining)	Basic Level Joins glue stick, PVA glue with a glue brush, PVA glue with a spreader		Mid-Level Joins masking tape, sticky tape, folding paper and card, elastic bands, sticky tack, a paper clip, a stapler		High Level Joins hole punch (single and double) split pins, treasury tags, stitching	
Music	Charanga	Charanga	Charanga	Charanga	Charanga	Charanga
All Y1 and R music	Use voices expressively and creatively (nursery rhymes) Body percussion IWB and nursery rhyme sheets	Explore untuned instruments, expressively and musically Chants Untuned instruments:: triangle, drums (bongo, bass, snare), cymbals, tambourine, maracas, agogos, castanets	Explore tuned instruments, expressively and musically Tuned instruments: boomwhackers, glockenspiel, chimes, guitars, flute, xylophone, timpani drums	Follow and identify steady beats and rhythms. Listen, with concentration, to a range of music and try to move in time with it.	Experiment with, create, select and combine sounds (work in pairs/in a group)	Create own instrument (craft) and explain how to use it to others.
Off Site Enrichment		Church Service? (Christmas)	Church service? (Easter)	Farm visit	Teddy Bears Picnic – Werrington Park?	Beach Trip
Internal Enrichment	Wild Tribe	Wild Tribe Decorations Day	Services visit e.g. fire, police			