



St. Wilfrid's CE Primary Academy Curriculum Overview 2023-2024



Nursery

<u>Term:</u>	<u>Autumn Term</u>		<u>Spring Term</u>		<u>Summer Term</u>	
<u>Focus Theme:</u>	I'm special, I'm me	Tell me a story	Whatever the weather	Mini-beast Madness	Food Glorious food	Under water adventure
<u>Hook:</u>	Photograph album	Crime scene	Box of weather-related items	Mini-beast hunt around school	Food tasting	Aquarium clip
<u>Focus Reading Text:</u>	There's Only One You by Kathryn Heling	Illustrated Traditional Stories by Various	Meet the Weather by Caryl Hart	Do You Love Bugs? Matt Robertson	The Shopping Basket by John Burningham	The Snail and the Whale by Julia Donaldson
<u>Home Learning project:</u>	Create a family tree		Make a mini-beast model		Select a recipe and make this together	
<u>Showcase:</u>	Festive stay and play		Easter stay and play		Teddy bear picnic stay and play	
<u>Focus Theme Enrichment:</u>	Poetry Workshop		Creepy- Crawly Visitor		Visitor to school - Chef	

Personal, Social and Emotional Development:

Self -Regulation

This aspect is about how children can understand their own feelings and other people's feelings, and how they learn to manage their feelings without letting them spill out at every small annoyance they meet.

Managing Self

This aspect is about how children come to develop confidence in who they are and what they can do and in expressing their own ideas.

Building Relationships

This aspect is about how young children learn to get along with other children and with adults; how they can see something from somebody else's point of view and take that into account when they play and work with other children. It is also significant in developing friendships.

*Strong PSED enables children to become confident learners in all areas of the curriculum. Children's personal, social and emotional development (PSED) is **crucial for children to lead healthy and happy lives**, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that **shape their social world**. Strong, warm and supportive relationships with adults enable children to learn how to **understand their own feelings and those of others**. Children should be supported to **manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary**. Through adult modelling and guidance, they will learn **how to look after their bodies, including healthy eating, and manage personal needs independently**. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peacefully. These attributes will provide a secure platform from which children can **achieve at school and in later life**.*

<u>Autumn Term</u>	<u>Spring Term</u>	<u>Summer Term</u>
Think Equal Level 1 Become more outgoing with unfamiliar people, in the safe context of their setting Talk about their feelings/favourite rhymes/stories Play with one or more other children Increasingly follow rules, understanding why they are important Select and use activities and resources, with help when needed New beginnings Boundaries, rewards	Think Equal Level 1 Develop confidence in new social situations Help to find solutions to conflicts Learn about feelings Follow Golden Rules Develop assertiveness Talking about favourite toys Meeting people from the community who help us, <i>i.e.</i> , police, fire, doctor	Think Equal Level 1 Play with other children, extending and elaborating play ideas Talk with others to solve conflicts Talk about their feelings Begin to understand how others might be feeling Develop their sense of responsibility and membership of a community Changes Relationships

Physical Development:

Gross Motor Skills:

through outdoor learning in the outdoor area and weekly PE lessons

Fine Motor Skills:

daily opportunities for fine motor activities

*Physical activity is **vital** in children's all-round development, enabling them to **pursue happy, healthy and active lives**. Gross and fine motor experiences develop incrementally throughout early childhood, starting with **sensory explorations** and the development of a child's **strength, co-ordination and positional awareness** through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their **core strength, stability, balance, spatial awareness, co-ordination and agility**. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. **Fine motor control and precision helps with hand-eye co-ordination**, which is later linked to **early literacy**. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop **proficiency, control and confidence**.*

Autumn Term	Spring Term	Summer Term
Use large-muscle movements to wave flags and streamers, paint and make marks Movement to music 'Sticky kids' and dance/yoga Use one-handed tools and equipment like hammers Develop independence as they get dressed and undressed with coats Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills Be increasingly independent in meeting their own care needs Start to eat independently and learning how to use a knife and fork	Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills Use one-handed tools and equipment like scissors Show a preference for a dominant hand Use a comfortable grip with good control when holding pencils Show a preference for a dominant hand Be increasingly independent putting on jumpers and coats Using small equipment Skill Wise-First touch	Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Match their developing physical skills to tasks and activities in the setting Choose the right resources to carry out their own plan Collaborate with others to manage large items Use a comfortable grip Make healthy choices about food, drink and activity Yoga, dance and circle games

Communication and Language: Listening, Attention and Understanding, Speaking

Whole EYFS Focus – C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, Poetry, speech and language interventions, role-play areas, sharing weekend news, EYFS productions, assemblies and weekly interventions

*The development of children's spoken language underpins all seven areas of learning and development. Children's **back-and-forth interactions** from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a **language-rich environment** is crucial. By commenting on what children are interested in or doing, and echoing back what they say with **new vocabulary added**, practitioners will build children's language effectively. **Reading frequently to children**, and **engaging them actively in stories**, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and **embed new words in a range of contexts**, will give children the opportunity to thrive. Through **conversation, story-telling and role play**, where children **share their ideas** with support and **modelling** from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a **rich range of vocabulary and language structures**.*

Autumn Term	Spring Term	Summer Term
Role play- support children in their play Small group time speaking opportunities Begin to listen to stories with attention and recall Model show and tell and questioning Use a wider range of vocabulary Know many rhymes Use longer sentences of four to six words Understand a question or instruction that has two parts e.g., 'Put your coat on and line up at the door'	Role play- support children in developing characters. Maintain attention Talk in larger groups and develop conversational skills between peers and adults Begin to follow instructions Listen to and remember much of what happens in longer stories Learn rhymes, talk about familiar books, and tell a long story Use talk to organise themselves and their play	Understand 'why' questions Develop their communication, but may continue to have problems with irregular tenses and plurals Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions Role play- Support children in creating storylines Maintain attention in group activities. Talk in large and small groups. Begin to ask questions in response to conversations. Follow a two chained instruction

Literacy:

Developing a passion for reading

*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)*

Comprehension

Word Reading

ELS

Autumn Term

Spring Term

Summer Term

I'm special, I'm me

Tell me a story

Whatever the weather

Mini-beast Madness

Food Glorious food

Under water adventure

What Makes Me A Me?
by Ben Faulks

The Gruffalo
by Julia Donaldson

The Wind Blew
Pat Hutchins

Mad About Minibeasts!
by Giles Andreae

Oliver's Vegetables
by Vivian French

The Rainbow Fish
Marcus Pfister

I'm Special, I'm Me
by Ann Meek

The Gingerbread Man
by Mara Alperin

Rain
Sam Usher

Aaaarrgghh, Spider!
by Lydia Monks

Oliver's Fruit Salad
by Vivian French

Tiddler
Julia Donaldson and Axel Scheffler

The Colour Monster Goes to School
by Anna Llenas

Goldilocks and the Three Bears
by Utomo and Gabhor

Sun
by Sam Usher

Bella Loves Bugs
by Jess French & Duncan Beedie

Breakfast Around the World
by Casey Null Peterson

Sea
Patricia Hegarty & Britta Teckentrup

You're All My Favourites
by Sam McBratney

The Tiger and the Wise Man
by Andrew Fusek Peters

One Springy Day: A Percy The Park Keeper Story
by Nick Butterworth

Do You Love Bugs?
by Matt Robertson

Zed's Bread
by Manning Mick

Commotion in the Ocean
Giles Andreae & David Wojtowycz

Super Duper You
by Sophy Henn

Dingo Dog and the Billabong Storm
by Andrew Fusek Peters

What Small Rabbit Heard
by Sheryl Webster

The Very Hungry Caterpillar
by Eric Carle

Mama Panya's Pancakes
by Mary and Rich Chamberlin

Dougal's Deep-Sea Diary
by Simon Bartram

The Name Jar
by Yangsook Choi

Fairy Tales for Little Children
by Various

Once Upon a Raindrop: The Story of Water
by James Carter

It's a No-Money Day
by Kate Milner

One Day On Our Blue Planet: In the Ocean
by Ella Bailey

Two Homes
by Claire Masurel

Sulwe
by Lupita Nyong'o

George and Flora's Secret Garden
by Dr Jo Elworthy and Ley Honor Roberts

Sharing a Shell
by Julia Donaldson

Poetry

Daily Read and Recite:
Collection of rhymes, poems and songs

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Writing:

Books and Texts used as stimulus across the year

*Writing is an important **lifelong skill**. Learning to write is a complex process that involves learning many skills. First, children need to learn to speak, build their vocabulary and develop gross motor and fine motor coordination they will need to manipulate a writing instrument. As they grow, they need to learn about the alphabet and to **make connections between spoken and written words**. Children need to learn to write so they can communicate and express themselves. Formal writing, taught later in reception, involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing). Children should be provided with opportunities to build their **physical strength and control in the core, upper body, hands and fingers**. Writing develops alongside all learning areas, especially communication and language, reading and mathematics. Writing, along with reading, makes up literacy, one of the four specific areas of the Early Years Foundation Stage (EYFS).*

	Autumn Term		Spring Term		Summer Term	
	<p>Begin to hold writing instruments to create marks.</p> <p>Use initial sounds to label characters and images.</p> <p>Oral rehearsal</p> <p>Manipulate dough to strengthen hand muscles for writing</p> <p>Provide opportunities for threading, for hand and eye coordination</p> <p>Begin to have a dominant hand for writing, using a palmer grip</p> <p>Scrimbling (mark making to music)</p>	<p>Consolidate Autumn One</p> <p>Sequence the story (pictures)</p> <p>Write labels</p> <p>Begin to use emergent writing to create lists and captions, focusing on ...label, caption, space</p> <p>Invitations, cards, Letters</p> <p>Begin to use familiar letters in their writing and mark making</p> <p>Use lines to create pictures to represent objects</p>	<p>Use some of their print and letter knowledge in their early writing</p> <p>Adults model how to write captions/phrases and begin to use the terminology sentence, full stop, capital letter and word Spacing</p> <p>Adult to model re-reading what they have written to make sure it makes sense</p> <p>Begin to independently label pictures</p>	<p>Write name correctly</p> <p>Form most lower-case and capital letter correctly</p> <p>Begin to identify the initial sounds in words and then attempt to write them.</p> <p>Tell an adult what they have written to make sure it makes sense</p> <p>Write recognisable letters (lower case and capital) most of which are formed correctly</p> <p>Instructions and adjectives</p> <p>Mothering Sunday poems and descriptions</p>	<p>Dominant hand, tripod grip, mark making, giving meaning to marks</p> <p>Writing initial sounds and simple captions.</p> <p>Begin to form lower-case letters correctly</p> <p>Use initial sounds vowel/consonant words</p> <p>Begin to spell CVC words by identifying the sounds</p> <p>Sequence the story using their phonic knowledge and attempt to write what is happening.</p> <p>Instructions, Fact cards</p>	<p>Write recognisable letters (lower case and capital) some of which are formed correctly</p> <p>Continue to spell CVC words by identifying the sounds</p> <p>Begin to write simple phrases and sentences that can be read by others.</p> <p>Continue to sequence the story using their phonic knowledge and attempt to write what is happening.</p> <p>Instructions, Fact cards</p> <p>Labelling, close procedure activities, alphabetical order, recount, sentences retelling and ordering stories.</p> <p>With adult support write a caption</p>
Phonics: ELS	Phase 1 phonics aspects 1,2,3	Phase 1 Phonics aspects 1,2,3	Phase 1 Phonics aspects 1,2,3,4	Phase 1 Phonics aspects 1,2,3,4,5	Phase 1 Phonics aspect 1,2,3,4,5,6,	Phase 1 Phonics aspect 1,2,3,4,5,6,7

Maths:

Developing a **strong grounding in number** is essential so that all children develop the necessary **building blocks** to excel mathematically. Children should be able to **count confidently**, develop a deep understanding of the **numbers to 5**, the **relationships between** them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using **manipulatives**, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which **mastery of mathematics** is built. In addition, it is important that the curriculum includes **rich opportunities for children to develop their spatial reasoning** skills across all areas of mathematics including shape, space and measures. It is important that children develop **positive attitudes and interests in mathematics**, look for **patterns and relationships**, spot **connections**, **'have a go'**, **talk to adults** and peers about what they notice and not be afraid to make mistakes.

Autumn Term	Spring Term	Summer Term
<p>To recite numbers past 5 and show finger numbers up to 5</p> <p>Talk about and identify the patterns around them, use informal language to describe them</p> <p>Extend and create ABAB patterns</p> <p>Positional Vocab,</p> <p>Counting small groups of objects and recognising numbers of personal significance</p> <p>Shape</p> <p>Sorting by size</p> <p>Measuring, Size</p> <p>Counting sets of objects</p>	<p>Number and counting</p> <p>Counting sets of objects using 1-1 correspondence</p> <p>Recognising numbers to 5</p> <p>Sorting and classifying</p> <p>Explore pattern and create patterns</p> <p>Subitising</p> <p>2 D and 3 D Shapes</p> <p>Length</p> <p>Height</p> <p>Weight</p>	<p>Adding sets of objects together</p> <p>Subitising</p> <p>Adding groups of objects together</p> <p>Match numbers and objects</p> <p>Experiment with their own symbols</p> <p>Solve real world maths problems</p> <p>Understand position through words</p> <p>Describe and discuss a familiar route</p> <p>Begin to describe a sequence of events</p> <p>Shape</p> <p>Sorting and classifying</p>

Expressive Arts and Design:

Being Imaginative and Expressive

Moving to music, following music patterns with instruments, singing songs linked to topics, making instruments, percussion.

Children will have opportunities to learn and perform songs, nursery rhymes and poetry linked to their work / interests and passions.

Creating with Materials

Painting, 3D modelling, messy play, collage, cutting, drama, role play, threading, clay sculptures,

Lots of links to Fine Motor Skills. Children to explain their work to others.

The development of children's artistic and cultural awareness supports their **imagination and creativity**. It is important that children have regular opportunities to **engage with the arts**, enabling them to explore and play with a wide range of **media and materials**. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, **self-expression, vocabulary and ability to communicate through the arts**. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

Autumn Term	Spring Term	Summer Term
<p>Listen with increased attention to sounds</p> <p>Make imaginative 'small worlds' with blocks and construction kits</p> <p>Play instruments with increasing control to express their feelings and ideas</p> <p>Develop their own ideas and then decide which materials to use to express them</p> <p>Painting and drawing</p> <p>Self portraits</p> <p>Collage, Printing, Baking</p> <p>Singing Nursery rhymes</p> <p>Selecting appropriate materials</p> <p>Learning new songs playing instruments</p>	<p>Develop complex stories using small world equipment</p> <p>Explore colour and colour-mixing</p> <p>Play instruments with increasing control to express their feelings and ideas</p> <p>Drawing, Collage, Printing, Baking, Painting, Sculptures- using clay and plasticine</p> <p>Observational drawings</p> <p>Exploring fastenings</p> <p>Listening to different music and talking about it.</p> <p>Using different things to create music/composing</p>	<p>Develop drawing skills</p> <p>Respond to what they have heard, expressing their thoughts and feelings</p> <p>Develop singing skills - 'pitch match' and 'melodic shape' of familiar songs</p> <p>Create their own songs, or improvise a song around one they know</p> <p>Using different things to create music/composing</p> <p>Drawing, Collage, Printing, Baking, Painting</p> <p>Exploring instruments</p> <p>Observational drawings of shells</p>

Understanding the world:

People, culture and Communities

Our Curriculum enables children to develop a positive sense of themselves and others and learn how to form positive and respectful relationships.

They will begin to understand and value the differences of individuals and groups within their own and the wider community.

Children will have opportunity to develop their emerging moral and cultural awareness.

Past and Present

Children begin to explore History by first starting with their own and through reading and exploring high quality texts

The natural world

We encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them during hands-on experiences.

We use our outdoor provision to provide first hand experiences of the natural world

*Understanding the world involves guiding children to **make sense of their physical world and their community**. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.*

Autumn Term		Spring Term		Summer Term	
Use all their senses in hands-on exploration of natural materials Explore collections of materials with similar and/or different properties Talk about what they see, using a wide vocabulary Begin to make sense of their own life-story and family's history		Explore and talk about different forces they can feel Talk about the differences between materials and changes they notice Know that there are different countries in the world and talk about the differences they have experienced or seen in photos		Planting seeds and caring for plants Life cycles of plants and animals Caring for the natural world Explore different countries and their differences Develop positive attitudes towards different people	
Digital camera Controlling the mouse Operating story phones My body Senses Observing similarities and differences Personal History- when I was a baby	Using buttons, dials and Switches Code a Caterpillar Operating story phones Changing materials Baking Children around the world Fairy tale maps	Paint programmes, number programmes on the computer Using Cbeebies Exploring materials Observing the weather Looking at weather symbols.	Using the keyboard Using Purple mash Using Cbeebies Exploring the natural world looking at different mini-beasts Looking at Insects from other countries Looking at habitats Our local area Map work	Purple Mash, Beebot Using digital cameras Growing plants Baking Food from around the world.	Purple Mash Bee bots Using digital cameras Exploring maps of the world Remembering holidays, we've been on Places we've been on holiday Looking at habitats

Other areas:

<u>Religious Education</u>	EYFS 1 I am special Why are we all different and special? Links to World Faiths: Islam	EYFS 4 Christmas: How do Christians celebrate Jesus' birthday? Links to World Faiths: Hanukah, Diwali	EYFS 8 Friendship: What makes a good friend?	EYFS 7 Easter: Why do Christians believe that Easter is all about love?	EYFS 10 Prayer: What is prayer? Links to World Faiths: Prayer
<u>SMSC</u>	Our Nursery Curriculum promotes children's Spiritual, Moral, Social and Cultural Development, ensuring that they are prepared to be reflective about and responsible for their actions as good citizens.				
<u>Fundamental British Values</u>	Our Nursery Curriculum actively promotes the Fundamental British Values of <i>democracy; the rule of law; individual liberty; mutual respect for and tolerance of those with different faiths and beliefs and for those without faith</i> , in order to prepare children for life in Modern Britain.				
<u>Christian Values</u>	Our Christian Values underpin all of our Curriculum at St. Wilfrid's: FAIR, FORGIVE, TRUST, HOPE, LOVE, JOY, COURAGE, KIND and PEACE				

<u>Term:</u>	<u>Autumn Term</u>	<u>Spring Term</u>	<u>Summer Term</u>
<u>Experiences</u>			A den making experience
<u>Enrichment</u>	Poetry and story workshop Visitor: Talk about Diwali	Creepy- Crawly Visitor	Visitor to school – Chef
<u>Extra-Curricular</u>			