

# NORTH ROAD COMMUNITY PRIMARY SCHOOL

## CURRICULUM OVERVIEW



### Pluto Class – EYFS

	Terms 1/2		Terms 3/4		Term 5/6	
Topic Title	Britain is Great		Fantastic Journeys		Our Wonderful World	
Key Question	Who am I?	Who are we?	What if I went on a journey?	Who might I meet?	What might I grow into?	What might I find....?
English Quality Texts	Owl Babies Giraffes who can't dance Little Lumpty	Supertato Oliver's Vegetables Goldilocks Three little pigs	Augustus and his Smile The Tiny Seed The snail and a whale	Stickman Jack and the Beanstalk Non-fiction – Lots- Marc Martin	The Hungry Caterpillar Tad - Faction The lonely wasp	Superworm Doug the bug that went boing Norman slug with the silly shell I don't like snakes - faction
Poetry Curriculum	Traditional Nursery Rhymes		Rhyming Poems		Nonsense poems	
Communication and Language	Welcome to EYFS Settling in activities Children talking about experiences that are familiar to them This is me! Shoe box Rhyming and alliteration Model talk routines through the day.	Tell me a story! Tell me a story - retelling stories Story language Word hunts Listening and responding to stories Following instructions Takes part in discussion Understand how to listen carefully and why listening is important.	Tell me why! Ask how and why questions... Retell a story with story language Story invention – talk it! Ask questions to find out more and to check understanding. Describe events in some detail. Listen to and talk about stories to build familiarity and understanding. Learn rhymes, poems and songs.	Talk it through! Describe events in detail – time connectives Understand how to listen carefully and why listening is important. Use picture cue cards to talk about an object: "What colour is it? Where would you find it? Sustained focus when listening to a story	What happened? Re-read some books so children learn the language necessary to talk about what is happening in each illustration and relate it to their own lives Model explaining what happened.	Time to share! Show and tell Read aloud books to children that will extend their knowledge of the world and illustrate a current topic.

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			Ted the travelling bear Introduce Helicopter stories			
<b>Personal, Social and Emotional Development</b>	New Beginnings See themselves as a valuable individual. Being me in my world Class Rules and Routines Supporting children to build relationships Dreams and Goals	Getting on and falling out. How to deal with anger Emotions Self - Confidence Build constructive and respectful relationships. Ask children to explain to others how they thought about a problem or an emotion and how they dealt with it.	Good to be me Feelings Learning about qualities and differences Celebrating differences Identify and moderate their own feelings socially and emotionally. Encourage them to think about their own feelings and those of others by giving explicit examples of how others might feel in particular scenarios	Relationships What makes a good friend? Healthy me Random acts of Kindness Looking after pets Looking After our Planet Give children strategies for staying calm in the face of frustration	Looking after others Friendships Dreams and Goals Show resilience and perseverance in the face of challenge. Discuss why we take turns, wait politely, and tidy up after ourselves and so on.	Taking part in sports day - Winning and loosing Changing me Look how far I've come! Model positive behaviour and highlight exemplary behaviour of children in class, narrating what was kind and considerate about the behaviour.
<b>Physical Development</b>	Dough Disco Motor skills Daily Core stability exercises Climbing Bikes trikes and scooters	Dough Disco Motor skills Daily core stability exercises Climbing Bikes trikes and scooters Ball skills	Funky Fingers Motor Skills Daily core stability exercises Climbing Bikes trikes and scooters Risk taking Balance / Gymnastics	Funky Fingers Motor Skills Climbing Risk Taking Dance	Refining motor skills Travelling – changing speed / levels Ball games / team games Sports Day activities	
<b>Literacy: Writing</b>	Dominant hand, tripod grip, mark making, giving	Name writing, labelling using initial	Writing some of the tricky words such as I, me, my, like, to,	Securing use of finger spaces and full stops.	Writing for a purpose in role play using phonetically plausible	Story writing, writing sentences securing use of full stops,

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	<p>meaning to marks and labelling. Shopping lists, Writing initial sounds and simple words Use initial sounds to label characters / images. Silly soup. Names Labels. Lists, Diagrams, Messages</p>	<p>sounds, story scribing. Writing CVC words, Labels using CVC. Retelling stories / instructions for porridge / house building. Help children identify the sound that is tricky to spell. Guided write a sentence</p>	<p>the. Writing CVC words, Labels using CVC, CVCC, CCVC words. Begin to write captions Guided writing based around developing quality sentences in a meaningful context. Beginning to use finger spaces. Form lower-case and capital letters correctly. Writing simple sentences. Securing spelling of Phase 2 HFW/ Tricky</p>	<p>Form lower-case and capital letters correctly. Creating own story maps, writing captions and labels. Writing sentences to accompany story maps. Writing more than one sentence to build stamina - character descriptions / Easter Story.</p>	<p>attempts at words and securing spelling of of Phase 3 HFW/Tricky Writing recipes, lists. Nonfiction – information sentences / facts Develop story writing through B, M &amp; E.</p>	<p>capital letters and finger spaces using a range of tricky words / HFW that are spelt correctly. Innovation of familiar texts - using familiar texts as a model for writing own stories. B, M &amp; E.</p>
<b>Literacy: Reading and Phonics</b>	<p>All Aboard Phonics – Phase 2</p> <p>Initial sounds, oral blending, CVC sounds, reciting know stories, listening to stories with attention and recall. Rhyming.</p>	<p>All Aboard Phonics – Phase 2 / 3</p> <p>Blending CVC sounds, rhyming, alliteration, knows that print is read from left to right. Spotting diagraphs in words.</p>	<p>All Aboard Phonics – Phase 3</p> <p>Rhyming strings, become familiar with different print / fonts- reading di/trigraphs. Read words containing familiar letter groups: 'that', 'shop', 'chin', 'feet', 'storm', 'night'.</p>	<p>All Aboard Phonics – Phase 3 / 4</p> <p>Story structure- beginning, middle, end. Innovating and retelling stories to an audience, non-fiction books. Reading two syllable words</p>	<p>All Aboard Phonics – Phase 4</p> <p>Non-fiction texts, Internal blending, Naming letters of the alphabet. Distinguishing capital letters and lower case letters.</p>	<p>All Aboard Phonics – Securing Phase 4 / 5</p> <p>Reading simple sentences with fluency. Reading CVCC and CCVC words confidently.</p>
<b>Mathematics</b>	<p>Early mathematical experiences</p>	<p>Numbers within 10 Addition and Subtraction within 6</p>	<p>Numbers within 10 Addition and Subtraction within 10</p>	<p>Grouping and sharing Numbers within 20 Doubling and Halving</p>	<p>Shape and Pattern Addition and Subtraction within 20</p>	<p>Depth of numbers within 20 Numbers beyond 20</p>

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	Pattern and early number	Shape and Sorting Calendar and Time	Numbers within 15		Money Measures	
<b>Understanding the World</b>	<p>Internet Safety Interactive whiteboard</p> <p>Which stories are special and why?</p> <p>My Senses / Observe Seasonal Changes</p> <p>Draw similarities and make comparisons of others families.</p> <p>Countries and cultures of children in class</p>	<p>Internet Safety Class IPad to take photos</p> <p>Which people are special and why?</p> <p>Investigate Light and Dark</p> <p>Christmas in the past</p>	<p>Internet Safety Programmable Toys – Beebots</p> <p>What places are special and why?</p> <p>Observe seasonal changes inc weather – Investigate ice</p> <p>Placing events in Chronological order</p> <p>Transport, Journeys and maps Local community</p>	<p>Internet Safety</p> <p>What times are special and why?</p> <p>Changing states of matter – Chocolate</p>	<p>Internet Safety Turning on/off Laptops safely</p> <p>Where do we belong?</p> <p>Observe seasonal changes / Life cycle of a butterfly / frog</p> <p>Littering and pollution</p>	<p>Internet Safety Keyboard skills</p> <p>What is special about our world?</p> <p>Materials and their properties / floating / sinking</p> <p>Dinosaurs</p> <p>Jurassic coast / seaside environment – Plastic pollution</p>
<b>Expressive arts and design</b>	<p>Drawing – Picasso Self portraits Explore mark making</p> <p>Charanga – Me</p>	<p>Painting – Willem de Kooning Colour Mixing</p> <p>Charanga – My Stories / Nativity</p>	<p>3D / Sculpture – Louise Bourgeois Joining materials Temporary artwork</p> <p>Charanga - Everyone</p>	<p>Textiles – Genevieve Griffiths Textures / patterns / weaving</p> <p>Dance – rhythm / narrative</p> <p>Charanga – Big Bear Funk</p>	<p>Printing – Max Ernest</p> <p>Dance - Movements</p> <p>Charanga – Our World</p>	<p>Collage – Lisa Morrales</p> <p>Charanga – Musical activities – review and reflect</p>