 Roxeth Mead School Curriculum 2020-2021 

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| **Overall Themes for EYFS**  | Autumn 1 Autumn 2 Spring 1Spring 2Summer 1 Summer 2  | My WorldOur WorldStory World Natural WorldImaginary World Animal World  | Transition Project “Here We Are” ; Me; My Family, The body, Senses and Emotions, People who help us, AutumnCelebrations & Festivals; The world near & Far Transport; Opposites; Christmas Nativity Winter; Books chosen by TeachersHeathy Eating; Life Cycles; Mini-beasts; Farm Animals; Spring; EasterNursery Rhymes; Dinosaurs; Space; Art Week; Music Week Pets; Jungle / Safari; Arctic Animals; Sea Creatures; Summer; Show Week  |

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|  | **Nursery**  | **Reception** | **Year 1** | **Year 2** |
| **English** | **Phonics** LetterlandSet 1 Speed Sounds  Some CVC wordsLooking at text in books | **Phonics / RWI** * Phase 1 – 5 (depending upon ability)
* Blending and segmenting
* CVC words
* Digraphs
* Trigraphs

Looking at text in books | **Phonics / RWI*** Phase 1 – 5 (depending upon ability)
* Blending
* CVC words
* Digraphs
* Trigraphs
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| **Communication & Language** **My World/ Nursery Rhymes and Poems for Poetry Day / Autumn/Celebrations and festivals/Remembrance Day Christmas**Role playImaginative PlayListen to stories with attention and recall. Verbal re-telling a storyScrapbook (talking about their news)Talking about themselves, home and FamilyAuditory and Visual memory gamesSocial interaction at Snack, Lunch and Playtime.Reciting Nursery Rhymes and singing.Playing games with others that requires communicating, making rulesIntroducing Rhyming words in stories and poemsRetell a familiar story orallySequencing- beginning, middle and end of storiesIntroduction to Non Fiction booksSharing books and taking about the story through picturesExpressing their opinions in class, playground and assembly.Predicting what happens next in a story | **Speaking & Listening** **Rhymes****Poems****Texts** **Extension of Nursery activities e.g.** Role play; imaginative PlayListen to stories with attention and recall. Verbal re-telling a storyScrapbook (talking about their news)Talking about themselves, home and FamilyAuditory and Visual memory gamesSocial interaction at Snack, Lunch and Playtime.Reciting Nursery Rhymes and singing.Playing games with others that requires communicating, making rulesIntroducing Rhyming words in stories and poemsRetell a familiar story orallySequencing- beginning, middle and end of storiesIntroduction to Non Fiction booksSharing books and taking about the story through picturesExpressing their opinions in class, playground and assembly.Predicting what happens next in a story | **Speaking & Listening** **Rhymes****Poems****Texts**  | **Speaking & Listening** **Rhymes****Poems****Texts**  |
| **Writing**Fine Motor Skills Pencil Control Listening to storiesSinging songs and RhymesOpportunities to develop and improve Pencil ControlMark making opportunities Learning to form lettersWord building games and puzzles | **Writing*** Name letters of the alphabet
* Write name correctly
* Begin to form letters and numbers correctly
* Spell very common ‘exception’ words
* Compose sentences orally before writing
 | **Writing*** Name letters of the alphabet
* Spell common ‘exception’ words
* Spell days of the week
* Use very common prefixes & suffixes
* Form lower case letters correctly
* Form capital letters & digits
* Compose sentences orally before writing
* Read own writing to peers or teachers
 | **Writing*** Spell by segmenting into phonemes
* Learn to spell common ‘exception’ words
* Spell using common suffixes, etc.
* Use appropriate size letters & spaces
* Develop positive attitude & stamina for writing
* Begin to plan ideas for writing
* Record ideas sentence-by- sentence
* Make simple additions & changes after proof-reading
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|  | **Grammar*** Leave spaces between words
* Begin to use basic punctuation: . ? !
* Use capital letters for proper nouns.
 | **Grammar*** Leave spaces between words
* Begin to use basic punctuation: . ? !
* Use capital letters for proper nouns.
* Use common plural & verb suffixes
 | **Grammar*** Use . ! ? , and ’
* Use simple conjunctions
* Begin to expand noun phrases
* Use some features of standard English
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| **Maths** | Introduction to numbers 1 to 5 and then 1 to 10Putting numbers in orderCounting songsComparing two sets of objectsRepresenting numbers in writingReciting numbers 1 to 102D shapesSortingPositional languageLanguage of sizeNumber puzzlesNumber Games(number bingo, number snap)Changing the Calendar and looking at numbersPlaying number hop scotchSequencing2D shapes Positional languageIntroduce simple AdditionHeight and LengthConcept of heavy and light(weight) | As for Nursery plus…2D & 3D shapes Sides Edges Corners Reasoning – why is a square different to a rectangle  | As for Reception plus…**Number & Place Value**Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given numberCount, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10sIdentify 1 more and 1 lessIdentify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, leastRead and write numbers from 1 to 20 in numerals and words.**Addition & Subtraction**Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signsRepresent and use number bonds and related subtraction facts within 20Add and subtract one-digit and two-digit numbers to 20, including 0Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = ? - 9.**Multiplication & Division**solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.**Fractions**Recognise, find and name a half as 1 of 2 equal parts of an object, shape or quantityRecognise, find and name a quarter as 1 of 4 equal parts of an object, shape or quantity.**Measurement**Compare, describe and solve practical problems for: lengths, heights, mass, weight, capacity, volume and time.Recognise and know the value of different denominations of coins and notesSequence events in chronological order using languageRecognise and use language relating to dates, including days of the week, weeks, months and yearsTell the time to the hour and half past the hour and draw the hands on a clock face to show these times.**Properties of Shapes**Recognise and name common 2-D and 3-D shapes.**Position and Direction**Describe position, directions and movements, including whole, half, quarter and three-quarter turns. | As for Year 1 plus…**Number & Place Value**Count in steps of 2, 3, and 5 from 0, and in 10s from any number, forward and backwardRecognise the place value of each digit in a two-digit number (10s, 1s)Identify, represent and estimate numbers using different representations, including the number lineCompare and order numbers from 0 up to 100; use <, > and = signsRead and write numbers to at least 100 in numerals and in wordsUse place value and number facts to solve problems.**Addition & Subtraction**Solve problems with addition and subtraction:1. using concrete objects and pictorial representations, including those involving numbers, quantities and measures
2. applying their increasing knowledge of mental and written methods

Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100Add and subtract numbers using concrete objects, pictorial representations, and mentally, including:* a two-digit number and 1s
* a two-digit number and 10s
* 2 two-digit numbers
* adding 3 one-digit numbers

Show that addition of 2 numbers can be done in any order (commutative) and subtraction of one number from another cannotRecognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.**Multiplication & Division**Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbersCalculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signsShow that multiplication of 2 numbers can be done in any order (commutative) and division of 1 number by another cannotSolve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.**Fractions**Recognise, find, name and write fractions 1/3, 1/4, 2/4 and 3/4 of a length, shape, set of objects or quantityWrite simple fractions, for example 1/2 of 6 = 3 and recognise the equivalence of 2/4 and 1/2.**Measurement**Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vesselsCompare and order lengths, mass, volume/capacity and record the results using >, < and =Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular valueFind different combinations of coins that equal the same amounts of moneySolve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving changeCompare and sequence intervals of timeTell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times.Know the number of minutes in an hour and the number of hours in a day**Properties of Shapes**Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical lineIdentify and describe the properties of 3-D shapes, including the number of edges, vertices and facesIdentify 2-D shapes on the surface of 3-D shapesCompare and sort common 2-D and 3-D shapes and everyday objects.**Position & Direction**Order and arrange combinations of mathematical objects in patterns and sequencesUse mathematical vocabulary to describe position, direction and movement including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise).**Statistics**Interpret and construct simple pictograms, tally charts, block diagrams and tablesAsk and answer simple questions by counting the number of objects in each category and sorting the categories by quantityAsk and answer questions about totalling and comparing categorical data. |
| **Science** | The World Autumn Tm Talk about where they liveObserve changes in the environmentThe World Spring Term Winter – talk about hibernationFeeding birds in WinterThe World Summer Term Animals and their babiesLife Cycle of a butterfly, Frog | **Autumn – changes in the leaves** **My Body. Body parts** Identify and name basic bodyParts.**The 5 Senses smell, sight, touch taste, sound.**  | **Seasonal Changes**Observe changes across the seasons. **Animals inc. Humans**Identify and name more bodyParts.Identify and compare common animals. **Everyday Materials**Distinguish between objects and materials.Name common materials. Compare and classify common materials**Plants**Name a variety of wild and garden plants.Identify basic plant parts | **Living things and their habitats** Difference between living, dead and never alive HabitatsDifferent sources of food **Plants** How seeds growWhat plants need to survive**Animals inc. Humans** Offspring grow to adults Basic needs for survivalExercise **Everyday Materials** Compare materialsHow different materials are used How materials change  |
|  |  |  | **Remembrance –** Brief explanation of what our ancestors did for us **Local Study****Toys** Find out about Toys today and in the past Ask questions about toys in the past Compare similar toys from different times Compare Victorian toys with modern toys Recognise how toys have changed over time **Travel and Transport** How transport has changed from past to present. The history of carsHow different humans tried to fly throughout history Comparing the past, present and the future.  | **Remembrance –** Brief explanation of what our ancestors did for us **Local Study** **The Great Fire of London** Find out ways in which London has changed Compare how we live now to how people lived in 1666Find out how the fire started and spread Understand how we know about the fireUnderstand how London was rebuilt after the fire Show what I have learned about the fire (Newspaper report)  |
| **Geography** |  |  | Geography- My Local Area What our local area is like Describe where things are on the map Observe the local area Different types of housing the local areaJobs in the local area Understand that we can change the local area RE – Hindu Diwali Christianity (Christmas) **RE - Christianity** -What do Christians believe God is like?-Who is Jesus? | HistoryTravel and TransportGeographyThe UK, Continents & Oceans RE - Islam -Who is Allah and how do Muslims worship him?-What is important to Muslim families?  |
|  | People and CommunitiesTalk about FamilyDisplay pictures of their family Special family timesDental Hygiene- role of the DentistPeople who help usHarvestDiwaliRemembrance DayChristmasPeople and CommunitiesRole of a DoctorChinese New YearMother’s DayShrove Tuesday (Pancake Day)EasterRole of a VetFather’s Day | **Guy Fawkes –** Who was Guy and what did he attempt to do?**Remembrance –** Brief explanation of what our ancestors did for us  | History Significant People – Florence NightingaleMartin Luther King ??  |  |
|  | Diwali card and Rangoli PatternsMaking Christmas decorations, card | DiwaliChristmasEaster | **Christianity** The bibleChristmas Jesus’s friendsEaster Parables**Judaism** HanukahTorahShabbat | **Christianity** Church Christmas II PrayerGod Easter II**Islam** Qur’anAllah MosqueMuslim Prayer |
| **Computing**  | Basic manipulation of mouse and keyboard. Games on the PC. | **E-Safety*** I can ask an adult when I want to use the Internet.
* I can tell an adult when something worrying or unexpected happens while I am using the Internet.
* I can be kind to my friends.
* I can talk about the amount of time I spend using a computer/tablet/game device.
* I am careful with technology devices.

**Programming** * I can make a floor robot move.
* I can use simple software to make something happen.
* I can make choices about the buttons and icons I press, touch or click on.

**Handling Data** * I can tell you about different kinds of information such as pictures, video clips, text and sound.

**Multi-Media** * I can move objects on a screen.

**Technology in our Lives** * I can create shapes and text on a screen.
* I can use technology to show my learning.
* I can tell you about technology that is used at home and in school.
* I can operate simple equipment.
* I can use a safe part of the Internet to play and learn
 | **E-Safety*** I can understand why a password should be kept private.
* I can tell you what personal information is.
* I can tell an adult when I see something unexpected or worrying online.
* I can talk about why it is important to be kind and polite.
* I can recognise an age appropriate website.
* I can agree and follow sensible e-Safety rules.

**Programming** * I can give instructions to my friend and follow their instructions to move around.
* I can describe what happens when I press buttons on a robot.
* I can press the buttons in the correct order to make my robot do what I want.
* I can describe what actions I will need to do to make something happen and begin to use the word algorithm.
* I can begin to predict what will happen for a short sequence of instructions.
* I can begin to use software/apps to create movement and patterns on a screen.
* I can use the word debug when I correct mistakes when I program.

**Handling Data** * I can talk about the different ways in which information can be shown.
* I can use technology to collect information, including photos, video and sound.
* I can sort different kinds of information and present it to others.
* I can add information to a pictogram and talk to you about what I have found out.

**Multi media*** I can be creative with different technology tools.
* I can use technology to create and present my ideas.
* I can use the keyboard or a word bank on my device to enter text.
* I can save information and retrieve it again.

**Technology in our Lives** * I can recognise the ways we use technology in our classroom.
* I can recognise ways that technology is used in my home and community.
* I can use links to websites to find information.
* I can begin to identify some of the benefits of using technology.
 | **E-Safety*** I can explain why a password and personal information should be kept private.
* I can describe the things that happen online that I must tell an adult about.
* I can talk about why I should go online for a short amount of time.
* I can talk about why it is important to be kind and polite online and in real life.
* I know that not everyone is who they say they are on the Internet.

**Programming** * I can give instructions to my friend (using forward, backward and turn) and physically follow their instructions.
* I can tell you the order I need to do things to make something happen and talk about this as an algorithm.
* I can program a robot or software to do a particular task.
* I can look at my friend’s program and tell you what will happen.
* I can use programming software to make objects move.
* I can watch a program execute and spot where it goes wrong so that I can debug it.

**Handling Data** * I can talk about the different ways in which information can be collected, e.g. a camera or sound recorder.
* I can make and save a chart or graph using the data I collect.
* I can talk about the data that is shown in my chart or graph.
* I am starting to understand a branching database.
* I can tell you what kind of information I could use to help me investigate a question

**Multi media*** I can use technology to organise and present my ideas in different ways.
* I can use the keyboard on my device to add, delete and space text for others to read.
* I can save and open files on the device I use.
* I can tell you about an online tool that will help me to share my ideas with other people.

**Technology in our Lives** * I can tell you why I use technology in the classroom.
* I can tell you why I use technology in my home and community.
* I am starting to understand that other people have created the information I use.
* I can identify benefits of using technology including finding information, creating and communicating
* I can talk about the differences between the Internet and things in the physical world
 |
| **RE** |  | DiwaliChristmasEaster |  |  |
| **PE** | Learning about our bodyWhat do the different parts do?Negotiating SpaceDance and MovementFine Motor Skill OpportunitiesManaging own personal needsLearning to dress with supportRiding scooters, tricycles and carsGross Motor Skill OpportunitiesLearning to use outdoor climbing apparatus.Simple sequence of movementsThrowing and CatchingGross Motor skill opportunitiesFine motor skill opportunitiesManaging own personal needsChildren to continue to be independent at dressing with supportDance and movement.Greater use of outdoor climbing apparatusBalancingNegotiating space(develop Spatial Awareness)Ball skillsTeam GamesRunning races(in preparation for Sports Day)Fine and Gross Motor skill OpportunitiesManaging own personal needs more independently. | Learning more about our bodyWhat do the different parts do?Negotiating SpaceDance and MovementFine Motor Skill OpportunitiesManaging own personal needsLearning to dress with supportRiding scooters, tricycles and carsGross Motor Skill OpportunitiesLearning to use outdoor climbing apparatus.Simple sequence of movementsThrowing and CatchingGross Motor skill opportunitiesFine motor skill opportunitiesManaging own personal needsChildren to continue to be independent at dressing with supportDance and movement.Greater use of outdoor climbing apparatusBalancingNegotiating space(develop Spatial Awareness)Ball skillsTeam GamesRunning races(in preparation for Sports Day)Fine and Gross Motor skill OpportunitiesManaging own personal needs more independently. | Learning even more about our bodyWhat do the different parts do?Negotiating SpaceDance and MovementGross Motor Skill OpportunitiesLearning to use outdoor climbing apparatus.How to Keep Fit & Healthy Simple sequence of movementsThrowing and CatchingGross Motor skill opportunitiesFine motor skill opportunitiesManaging own personal needsChildren to continue to be independent at dressing with supportDance and movement.Greater use of outdoor climbing apparatusBalancingNegotiating space(develop Spatial Awareness)Ball skillsTeam GamesRunning races(in preparation for Sports Day)Fine and Gross Motor skill OpportunitiesManaging own personal needs more independently. | Learning about our bodyWhat do the different parts do?Negotiating SpaceDance and MovementGross Motor Skill OpportunitiesLearning to use outdoor climbing apparatus.How to keep fit & healthySimple sequence of movementsThrowing and CatchingGross Motor skill opportunitiesFine motor skill opportunitiesManaging own personal needsChildren to continue to be independent at dressing with supportDance and movement.Greater use of outdoor climbing apparatusBalancingNegotiating space(develop Spatial Awareness)Ball skillsTeam GamesRunning races(in preparation for Sports Day)Fine and Gross Motor skill OpportunitiesManaging own personal needs more independently. |
| **Art & DT** | **Independent creative areas**Painting – with brushesFinger paintingMaking hand printsPrinting with shapesCollage with Autumn LeavesMixing Primary colours to create ColoursDrawing self portraitCooking – making Greek salad, fruit salad, bread rollsMaking PlaydoughScissors SkillsDiwali card and Rangoli PatternMaking Christmas decorations, card | Drawing, colouring, cutting, painting, collage in following topics AutumnDiwali Poppies for RemembranceChristmasWinterSpringSummer | Drawing, colouring, cutting, painting, collage in following topics AutumnDiwaliPoppies for RemembranceChristmasWinterSpringSummerMark making with a variety of toolsMake structuresCreate images from a variety of mediaPrintingSort, cut and shape fabrics  | Pencils, chalk and charcoal Represent things observed, remembered of imagined using colour Experiment with rigid and flexible material Make textured collages from a variety of mediaRubbings Join fabrics using running or over stitch Artistic works made by different crafts people from different cultures and times  |
| **Music** | Singing songs and RhymesNativity songsDancing to musicPlaying musical instruments | Dancing to a beat recognising beat in music) Xmas Nativity Singing (rhythm)  | Pirate songsSinging Listen and Understand Music (Music Express)Listen to a range of music  | Zootime (Charanga)Make and combine sounds musically (using tuned and untuned percussion)Harvest Festival SingingPercussion instruments |
| **PSHE** | Managing Lunchtime and Snack time routines increasingly independentlyBeing able to talk about home and school with growing confidenceLearning to share and turn takingResponding appropriately to peers and adultsBeing able to manage emotions and feelings with greater independenceCelebrating cultural differences and similarities and being able to talk about themOpportunities to express their identity and views with more clarityExpressing their views with confidence. | British Values (Respect, Tolerance, Equality, Democracy) through everything FriendshipsFeelings & Emotions Remembrance Day (British values)Families – they can be different e.g. same sex partnerships NSPCC PANTS rule Healthy livingTooth hygiene; Hand washing; Keeping clean**ELG:** Confident at trying new activities, speaking to a familiar group, sharing ideas and asking for helpCan talk about feelings, their own and other’s behaviour and its consequencesCan adjust behaviour to different situations and cope with change in routinesCan play co-operatively and take turnsCan take account of others ideas about how to organize and activityShows sensitivity to other’s needs and feelings and forms positive relationships with adults and peers.  | British Values (Respect, Tolerance, Equality, Democracy) through everything Healthy living; Tooth hygiene; Hand washing; Keeping cleanRemembrance Day (British values)NSPCC PANTS rule Eating well and looking at the different food groups - 4 or 5 sessionsKeeping fitKeeping safeFeelings - Happy Sad Angry Jealous  Frightened(and any other feeling that might be relevant).DiversityFamilies - all families are different (incl same sex relationships) Disability and different cultures5 weeks of looking at differenty moral choicesBullying workshop – Keeping safe. Then presented to the school as an Assembly. This is done with an emphasis on discussion to develop confidence in expressing their own opinions and accepting the opinions of others. | British Values (Respect, Tolerance, Equality, Democracy) through everything Anti-Bullying Week Developing good relationships and respecting the difference between people Remembrance Day (British values)NSPCC PANTS rule RSE Differences: Boys and Girls Naming body parts Everybody needs caring for Looking after the body Continuing to developing a healthy and safer lifestyleGlobal issues – where our food comes from (link with Geography)  |
| **FRENCH**  |  |  | **French**Introduction to the language and culture of France. Simple conversations and vocabulary. | **French**Develop the language and culture of France. Simple conversations and vocabulary. |
| **OUTINGS / VISITS / SHOWS** | December - Pantomime December – Nativity Play (Wriggly Nativity)Summer - Woburn Safari Park | December - Pantomime December – Nativity Play (Wriggly Nativity)Summer - Woburn Safari Park | November - Remembrance visit to Harrow School (Nov 18) December - Pantomime December – Nativity Play (Wriggly Nativity) Summer - Woburn Safari Park |  |