 Roxeth Mead School Curriculum 2020-2021 

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| **Overall Themes for EYFS** | Autumn 1  Autumn 2  Spring 1  Spring 2  Summer 1  Summer 2 | My World  Our World  Story World  Natural World  Imaginary World  Animal World | Transition Project “Here We Are” ; Me; My Family, The body, Senses and Emotions, People who help us, Autumn  Celebrations & Festivals; The world near & Far Transport; Opposites; Christmas Nativity  Winter; Books chosen by Teachers  Heathy Eating; Life Cycles; Mini-beasts; Farm Animals; Spring; Easter  Nursery 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**  Letterland  Set 1 Speed Sounds  Some CVC words  Looking 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 | | **Phonics / RWI**   * Phase 1 – 5 (depending upon ability) * Blending * CVC words * Digraphs * Trigraphs |
| **Communication & Language**  **My World/ Nursery Rhymes and Poems for Poetry Day / Autumn/Celebrations and festivals/Remembrance Day Christmas**  Role play  Imaginative Play  Listen to stories with attention and recall.  Verbal re-telling a story  Scrapbook (talking about their news)  Talking about themselves, home and Family  Auditory and Visual memory games  Social interaction at Snack, Lunch and Playtime.  Reciting Nursery Rhymes and singing.  Playing games with others that requires communicating, making rules  Introducing Rhyming words in stories and poems  Retell a familiar story orally  Sequencing- beginning, middle and end of stories  Introduction to Non Fiction books  Sharing books and taking about the story through pictures  Expressing 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 Play  Listen to stories with attention and recall.  Verbal re-telling a story  Scrapbook (talking about their news)  Talking about themselves, home and Family  Auditory and Visual memory games  Social interaction at Snack, Lunch and Playtime.  Reciting Nursery Rhymes and singing.  Playing games with others that requires communicating, making rules  Introducing Rhyming words in stories and poems  Retell a familiar story orally  Sequencing- beginning, middle and end of stories  Introduction to Non Fiction books  Sharing books and taking about the story through pictures  Expressing 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 stories  Singing songs and Rhymes  Opportunities to develop and improve Pencil Control  Mark making opportunities Learning to form letters  Word 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 |
|  | | **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 |
| **Maths** | Introduction to numbers 1 to 5 and then 1 to 10  Putting numbers in order  Counting songs  Comparing two sets of objects  Representing numbers in writing  Reciting numbers 1 to 10  2D shapes  Sorting  Positional language  Language of size  Number puzzles  Number Games(number bingo, number snap)  Changing the Calendar and looking at numbers  Playing number hop scotch  Sequencing  2D shapes  Positional language  Introduce simple Addition  Height and Length  Concept 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 number  Count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s  Identify 1 more and 1 less  Identify 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, least  Read and write numbers from 1 to 20 in numerals and words. **Addition & Subtraction** Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs  Represent and use number bonds and related subtraction facts within 20  Add and subtract one-digit and two-digit numbers to 20, including 0  Solve 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 quantity  Recognise, 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 notes  Sequence events in chronological order using language  Recognise and use language relating to dates, including days of the week, weeks, months and years  Tell 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 backward  Recognise the place value of each digit in a two-digit number (10s, 1s)  Identify, represent and estimate numbers using different representations, including the number line  Compare and order numbers from 0 up to 100; use <, > and = signs  Read and write numbers to at least 100 in numerals and in words  Use 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 100  Add 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 cannot  Recognise 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 numbers  Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs  Show that multiplication of 2 numbers can be done in any order (commutative) and division of 1 number by another cannot  Solve 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 quantity  Write 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 vessels  Compare 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 value  Find different combinations of coins that equal the same amounts of money  Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change  Compare and sequence intervals of time  Tell 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 line  Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces  Identify 2-D shapes on the surface of 3-D shapes  Compare and sort common 2-D and 3-D shapes and everyday objects. **Position & Direction** Order and arrange combinations of mathematical objects in patterns and sequences  Use 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 tables  Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity  Ask and answer questions about totalling and comparing categorical data. |
| **Science** | The World Autumn Tm  Talk about where they live  Observe changes in the environment  The World Spring Term  Winter – talk about hibernation  Feeding birds in Winter  The World Summer Term  Animals and their babies  Life Cycle of a butterfly, Frog | | **Autumn – changes in the leaves**  **My Body. Body parts**  Identify and name basic body  Parts.  **The 5 Senses smell, sight, touch taste, sound.** | | **Seasonal Changes**  Observe changes across the seasons.  **Animals inc. Humans**  Identify and name more body  Parts.  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  Habitats  Different sources of food  **Plants**  How seeds grow  What plants need to survive  **Animals inc. Humans**  Offspring grow to adults  Basic needs for survival  Exercise  **Everyday Materials**  Compare materials  How 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 cars  How 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 1666  Find out how the fire started and spread  Understand how we know about the fire  Understand 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 area  Jobs 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? | | History  Travel and Transport  Geography  The UK, Continents & Oceans  RE - Islam  -Who is Allah and how do Muslims worship him?  -What is important to Muslim families? |
|  | People and Communities  Talk about Family  Display pictures of their family  Special family times  Dental Hygiene- role of the Dentist  People who help us  Harvest  Diwali  Remembrance Day  Christmas  People and Communities  Role of a Doctor  Chinese New Year  Mother’s Day  Shrove Tuesday (Pancake Day)  Easter  Role of a Vet  Father’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 Nightingale  Martin Luther King ?? | |  |
|  | Diwali card and Rangoli Patterns  Making Christmas decorations, card | | Diwali  Christmas  Easter | | **Christianity**  The bible  Christmas  Jesus’s friends  Easter  Parables  **Judaism**  Hanukah  Torah  Shabbat | | **Christianity**  Church  Christmas II  Prayer  God  Easter II  **Islam**  Qur’an  Allah  Mosque  Muslim 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** |  | | Diwali  Christmas  Easter | |  | |  |
| **PE** | Learning about our body  What do the different parts do?  Negotiating Space  Dance and Movement  Fine Motor Skill Opportunities  Managing own personal needs  Learning to dress with support  Riding scooters, tricycles and cars  Gross Motor Skill Opportunities  Learning to use outdoor climbing apparatus.  Simple sequence of movements  Throwing and Catching  Gross Motor skill opportunities  Fine motor skill opportunities  Managing own personal needs  Children to continue to be independent at dressing with support  Dance and movement.  Greater use of outdoor climbing apparatus  Balancing  Negotiating space(develop Spatial Awareness)  Ball skills  Team Games  Running races(in preparation for Sports Day)  Fine and Gross Motor skill Opportunities  Managing own personal needs more independently. | | Learning more about our body  What do the different parts do?  Negotiating Space  Dance and Movement  Fine Motor Skill Opportunities  Managing own personal needs  Learning to dress with support  Riding scooters, tricycles and cars  Gross Motor Skill Opportunities  Learning to use outdoor climbing apparatus.  Simple sequence of movements  Throwing and Catching  Gross Motor skill opportunities  Fine motor skill opportunities  Managing own personal needs  Children to continue to be independent at dressing with support  Dance and movement.  Greater use of outdoor climbing apparatus  Balancing  Negotiating space(develop Spatial Awareness)  Ball skills  Team Games  Running races(in preparation for Sports Day)  Fine and Gross Motor skill Opportunities  Managing own personal needs more independently. | | Learning even more about our body  What do the different parts do?  Negotiating Space  Dance and Movement  Gross Motor Skill Opportunities  Learning to use outdoor climbing apparatus.  How to Keep Fit & Healthy  Simple sequence of movements  Throwing and Catching  Gross Motor skill opportunities  Fine motor skill opportunities  Managing own personal needs  Children to continue to be independent at dressing with support  Dance and movement.  Greater use of outdoor climbing apparatus  Balancing  Negotiating space(develop Spatial Awareness)  Ball skills  Team Games  Running races(in preparation for Sports Day)  Fine and Gross Motor skill Opportunities  Managing own personal needs more independently. | | Learning about our body  What do the different parts do?  Negotiating Space  Dance and Movement  Gross Motor Skill Opportunities  Learning to use outdoor climbing apparatus.  How to keep fit & healthy  Simple sequence of movements  Throwing and Catching  Gross Motor skill opportunities  Fine motor skill opportunities  Managing own personal needs  Children to continue to be independent at dressing with support  Dance and movement.  Greater use of outdoor climbing apparatus  Balancing  Negotiating space(develop Spatial Awareness)  Ball skills  Team Games  Running races(in preparation for Sports Day)  Fine and Gross Motor skill Opportunities  Managing own personal needs more independently. |
| **Art & DT** | **Independent creative areas**  Painting – with brushes  Finger painting  Making hand prints  Printing with shapes  Collage with Autumn Leaves  Mixing Primary colours to create Colours  Drawing self portrait  Cooking – making Greek salad, fruit salad, bread rolls  Making Playdough  Scissors Skills  Diwali card and Rangoli Pattern  Making Christmas decorations, card | | Drawing, colouring, cutting, painting, collage in following topics  Autumn  Diwali  Poppies for Remembrance  Christmas  Winter  Spring  Summer | | Drawing, colouring, cutting, painting, collage in following topics  Autumn  Diwali  Poppies for Remembrance  Christmas  Winter  Spring  Summer  Mark making with a variety of tools  Make structures  Create images from a variety of media  Printing  Sort, 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 media  Rubbings  Join fabrics using running or over stitch  Artistic works made by different crafts people from different cultures and times |
| **Music** | Singing songs and Rhymes  Nativity songs  Dancing to music  Playing musical instruments | | Dancing to a beat recognising beat in music)  Xmas Nativity Singing (rhythm) | | Pirate songs  Singing  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  Singing  Percussion instruments |
| **PSHE** | Managing Lunchtime and Snack time routines increasingly independently  Being able to talk about home and school with growing confidence  Learning to share and turn taking  Responding appropriately to peers and adults  Being able to manage emotions and feelings with greater independence  Celebrating cultural differences and similarities and being able to talk about them  Opportunities to express their identity and views with more clarity  Expressing their views with confidence. | | British Values (Respect, Tolerance, Equality, Democracy) through everything  Friendships  Feelings & Emotions  Remembrance Day (British values)  Families – they can be different e.g. same sex partnerships  NSPCC PANTS rule  Healthy living  Tooth hygiene; Hand washing; Keeping clean  **ELG:** Confident at trying new activities, speaking to a familiar group, sharing ideas and asking for help  Can talk about feelings, their own and other’s behaviour and its consequences  Can adjust behaviour to different situations and cope with change in routines  Can play co-operatively and take turns  Can take account of others ideas about how to organize and activity  Shows 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 clean  Remembrance Day (British values)  NSPCC PANTS rule  Eating well and looking at the different food groups - 4 or 5 sessions  Keeping fit  Keeping safe  Feelings - Happy  Sad  Angry  Jealous  Frightened  (and any other feeling that might be relevant).  Diversity  Families - all families are different (incl same sex relationships)  Disability and different cultures  5 weeks of looking at differenty moral choices  Bullying 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 lifestyle  Global 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 |  |