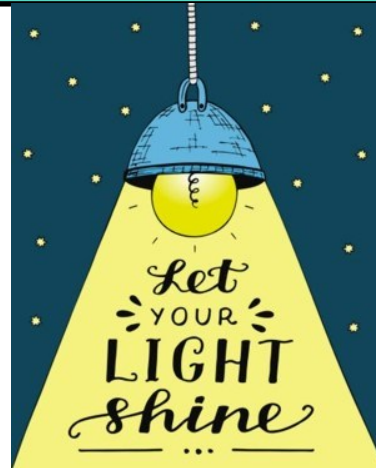




St. Mary's C of E Primary Academy
COLLABORATIVE LEARNING TRUST



Early Years Foundation Stage Curriculum at St Marys Primary Academy



Curriculum Document 2023-2024

Curriculum Overview

We have designed a classroom and curriculum that provides children with the knowledge and skills to understand their place within their community and the world. We place reading at the heart of the curriculum and plan for success using key highly accredited texts, vocabulary and enticing contexts and experiences. Our teaching is a mixture of adult led and child initiated play. Our passionate adults support children within the areas of provision to develop and learn at their own pace, modelling effective communication, language and social skills.

Each term we have a 'big idea' and some key enquiry questions linked to this. Key coverage is planned however enhancements are made in the provision based on the children's developing interests. Visits are well planned and meaningful to the children's stage of development, eg Fire fighter visit and visiting the Butterfly house to learn about life cycles.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
The Big Idea and Key Theme	Big Idea: What makes me? Belonging, family, rules and routines, Autumn, Local area.	Big idea: How do we celebrate? Celebrations, past and present, Family and cultures	Big idea: Who can help us? Community, self care, oral health, safety, winter	Big idea: Was it a happy ever after? Spring friendship Alternative fairy tales	Big idea: What is lurking at the bottom of the garden? Habitats, lifecycles, growth and change, planting	Big idea : Where can we travel? Culture, climate, travel, space, ways of life, summer, transitions.
Celebration and Key Experiences	Harvest Autumn Walk	Diwali, Children in Need, Bonfire Night, Remembrance Day, Road safety week, Hanukkah, Nativity	Chinese New Year Visit from Emergency Services- Police, fire, Ambulance, dentist, Winter Walk Big Garden Birdwatch	Pancake Day, Comic Relief, Mothers Day, World Book Day, Spring Walk	Easter, Caterpillars, Chicks/ Ducks, Growing Tropical World Trip	Fathers Day, Healthy Picnic Sports Day, Transition Day Summer Walk
Vocabulary	Belong, unique, different, Autumn, Morning, afternoon, evening.	Celebration, festival, believe, winter, season.	Emergency, safe, unsafe, address, healthy, danger, diet	Local, spring, grow, first, next, after, that, finally, environment.	Easter, lifecycle, child, adult, elderly, chrysalis.	Summer, travel, country, compare, climate, land, ocean, journey, adventure, habitat.
Enquiry Questions	How am I the same and different to my new friends? What are rules and how do I follow them? What is Autumn and Harvest? Where do I live?	How do different people and cultures celebrate? What is a birthday a celebration of? What is Diwali a celebration of? What is Christmas a celebration of? What changes can I see in winter?	What people help us in our community? What do I do if I feel in danger? How can I keep myself safe? How can I make healthy choices? What changes can you notice during winter?	How can you retell a familiar story? How can you draw information on a simple map? What changes can you see in the environment during the spring? Who celebrates Ramadan and Easter? How can I recount a recent event?	What changes can I see through the lifecycle of animals and creatures? What growth and changes can I see in plants? What changes will I see between spring and summer? How does England compare to other countries around the world?	How can you travel around the world? What different climates are there around the world? What changes in the environment can you see in summer? How can I prepare for my journey to Year 1?

Statutory Framework: Communication and Language

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 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
The Big Idea and Key Theme	Big Idea: What makes me? Belonging, family, rules and routines, Autumn, Local area.	Big idea: How do we celebrate? Celebrations, past and present, Family and cultures	Big idea: Who can help us? Community, self care, oral health, safety, winter	Big idea: Was it a happy ever after? Spring friendship Alternative fairy tales	Big idea: What is lurking at the bottom of the garden? Habitats, lifecycles, growth and change, planting	Big idea : Where can we travel? Culture, climate, travel, space, ways of life, summer, transitions.
End of Year ELG	<u>Listening, Attention and Understanding</u> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; - Make comments about what they have heard and ask questions to clarify their understanding; - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.			<u>Speaking</u> 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; - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.		
Listening and attention skills	<ul style="list-style-type: none"> • Listens to others in one-to-one or small groups, when conversation interests them • Listens to familiar stories with increasing attention and recall 	<ul style="list-style-type: none"> • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories • Is able to follow directions 	Is able to follow directions Focusing attention – can still listen or do, but can change their own focus of attention	<ul style="list-style-type: none"> • Shows variability in listening behaviour; may move around and fiddle but still be listening or sit still but not absorbed by activity 	May indicate two-channelled attention, e.g. paying attention to something of interest for short or long periods; can both listen and do for short span	Listen in a range of different contexts such as assembly, whole class, small groups.

Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Understanding Skills	Understands use of objects (e.g. Which one do we cut with?)	Responds to instructions with more elements, e.g. Give the big ball to me; collect up all the blocks and put them in the box	Shows understanding of prepositions such as under, on top, behind by carrying out an action or selecting correct picture	Beginning to understand humour, e.g. nonsense rhymes, jokes	Listens and responds to ideas expressed by others in conversation or discussion	Understands questions such as who; why; when; where and how
Speaking Skills	<p>Uses talk to explain what is happening and anticipate what might happen next</p> <p>Know familiar nursery rhymes</p> <p>Holds a conversation, jumping from topic to topic</p>	<p>Talks more extensively about things that are of particular importance to them</p> <p>Able to use language in recalling past experiences</p>	<ul style="list-style-type: none"> Beginning to use a range of tenses (e.g. play, playing, will play, played) Uses talk in pretending that objects stand for something else in play, e.g. This box is my castle 	<p>Builds up vocabulary that reflects the breadth of their experiences</p> <p>Questions why things happen and gives explanations. Asks e.g. who, what, when, how</p>	<p>Introduces a storyline or narrative into their play</p> <p>Beginning to use more complex sentences to link thoughts (e.g. using and, because)</p>	<p>Uses talk to organise, sequence and clarify thinking, ideas, feelings and events</p> <ul style="list-style-type: none"> Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words
Vocabulary throughout the year	Use a range of vocabulary on entry to school—able to communicate freely with staff and peers.	Use new vocabulary learnt throughout the day.	Apply newly acquired vocabulary throughout the school day. Eg, using the word paramedic correctly	Show an understanding of new vocabulary by explaining what new words meant eg, using the words thundering to explain how the giant moved.	Use new vocabulary in different contexts eg, using eg knowledge of the butterfly life cycle.	Use and apply newly introduced language and ask for explanations of new vocabulary and text discussion.

Personal, Social Emotional Development

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 9 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 chil-

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
The Big Idea and Key Theme	Big Idea: What makes me me? Belonging, family, rules and routines, Autumn, Local area.	Big idea: How do we celebrate? Celebrations, past and present, Family and cultures	Big idea: Who can help us? Community, self care, oral health, safety, winter	Big idea: Was it a happy ever after? Spring friendship Alternative fairy tales	Big idea: What is lurking at the bottom of the garden? Habitats, lifecycles, growth and change, planting	Big idea : Where can we travel? Culture, climate, travel, space, ways of life, summer, transitions.
PSED at St Mary's	PSED is an important element at St Mary's and alongside the schools core values an understanding of British Values which work alongside these. We have Key worker time (Family group time) every day, this is planned throughout the week in response to children's developing needs. Discussions surrounding friendship, respect and understanding are planned using stories, puppets and contexts relating to the children's experiences. Texts are carefully selected to expose children to key themes such as friendship, worry anger, fear, to create a culture of open discussion about feelings and emotions.					
End of Year ELG	<u>Self Regulation</u> 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.		<u>Managing Self</u> 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.		<u>Building Relationships</u> 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.	

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Self regulation	Is becoming able to think about their feelings as their brain starts to develop the connections that help them manage their emotions	Expresses a wide range of feelings in their interactions with others and through their behaviour and play, including excitement and anxiety, guilt and self-doubt	Talks about how others might be feeling and responds according to their his understanding of the other person's needs and wants	Is more able to recognise the impact of their her choices and behaviours/actions on others and knows that some actions and words can hurt others' feelings • Understands that expectations vary depending on different events, social situations and changes in routine, and becomes more able to adapt their behaviour in favourable conditions	Understands their own and other people's feelings, offering empathy and comfort Is more able to manage their feelings and tolerate situations in which their wishes cannot be met	Attempts to repair a relationship or situation where they have caused upset and understands how their actions impact other people Talks about their own and others' feelings and behaviour and its consequences
Managing Self	<ul style="list-style-type: none"> • Enjoys a sense of belonging through being involved in daily tasks • Is becoming more aware of the similarities and differences between themselves and others in more detailed ways and identifies them self in relation to social groups and to their peers 	Shows their confidence and self-esteem through being outgoing towards people, taking risks and trying new things or new social situations and being able to express their needs and ask adults for help	Recognises that they belong to different communities and social groups and communicates freely about own home and community • Is more aware of their relationships to particular social groups and sensitive to prejudice and discrimination	Shows confidence in speaking to others about their own needs, wants, interests and opinions in familiar group • Can describe their competencies, what they can do well and are getting better at; describing themselves in positive but realistic terms	Has a clear idea about what they want to do in their play and how they want to go about it	Shows confidence in choosing resources and perseverance in carrying out a chosen activity

Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 2	Summer 2
Building Relationships	<p>Seeks out companionship with adults and other children, sharing experiences and play id</p> <p>Enjoys playing alone, alongside and with others, inviting others to play and attempting to join others' play eas</p>	<p>Practices skills of assertion, negotiation and compromise and looks to a supportive adult for help in resolving conflict with peers</p> <p>Uses their experiences of adult behaviours to guide their social relationships and interactions</p>	<p>Shows increasing considera- tion of other people's needs and gradually more impulse control in favourable condi- tions, e.g. giving up a toy to another who wants it</p>	<p>Develops particular friendships with other children, which help them to understand different points of view and to challenge their own and others' thinking</p> <p>Returns to the secure base of a familiar adult to recharge and gain emotional support and practical help in difficult situa- tions</p>	<p>Is increasingly socially skilled and will take steps to resolve conflicts with other children by negotiating and finding a com- promise; sometimes by them- selves, sometimes with sup- port</p>	<p>Is proactive in seeking adult support and able to articulate their wants and needs</p> <p>Is increasingly flexible and cooperative as they are more able to understand other peo- ple's needs, wants and behav- iours</p>
Texts to support PSED						
To compliment this we use the Tom Percival Texts.						

Physical Development

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 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
The Big Idea and Key Theme	Big Idea: What makes me? Belonging, family, rules and routines, Autumn, Local area.	Big idea: How do we celebrate? Celebrations, past and present, Family and cultures	Big idea: Who can help us? Community, self care, oral health, safety, winter	Big idea: Was it a happy ever after? Spring friendship Alternative fairy tales	Big idea: What is lurking at the bottom of the garden? Habitats, lifecycles, growth and change, planting	Big idea : Where can we travel? Culture, climate, travel, space, ways of life, summer, transitions.
Physical Development at St Mary's	At St Mary's we incorporate physical development into every aspect of the school day. Our loose parts play is continually enhanced and we have a malleable area which is equally enhanced to provide tools and equipment to strengthen key muscles to support writing development. Outside in the garden we have large construction, a digging area, growing centre and tree climbing which are used daily to support shoulder arm and stomach muscle groups. Large chalks, paint brushes, throwing, kicking and catching equipment are available if the children choose to access them during outside provision time. From Spring 1 onwards our PE sessions focus on gross motor movements such as dance, gymnastics, ball skills and athletics.					
End of Year ELG	Gross Motor Skills 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.			Fine Motor Skills 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.		

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer2
Personal Hygiene Well being and Independence	Personal Hygiene covered throughout the year through snack time, cooking sessions, PE and planned visitors. <ul style="list-style-type: none"> Be increasingly independent in meeting their own care needs e.g., brushing their own teeth, going to the toilet, washing and drying their own hands. Make healthy choices about food, drink , activity and tooth brushing Eat independently using a knife and fork Know and be able to talk about a sensible amount of screen time Know and be able to talk about being safe on the roads 					
Gross Motor	Climbs stairs, steps and moves across climbing equipment using alternate feet. Maintains balance using hands and body to stabilise Walks down steps or slopes whilst carrying a small object, maintaining balance and stability	Can balance on one foot or in a squat momentarily, shifting body weight to improve stability • Can grasp and release with two hands to throw and catch a large ball, beanbag or an object	Creates lines and circles pivoting from the shoulder and elbow • Manipulates a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons	• Jumps off an object and lands appropriately using hands, arms and body to stabilise and balance • Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles	Chooses to move in a range of ways, moving freely and with confidence making changes to body shape, position and pace of movement such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping • Experiments with different ways of moving, testing out ideas and adapting movements to reduce	• Travels with confidence and skill around, under, over and through balancing and climbing equipment • Shows increasing control over an object in pushing, patting, throwing, catching or kicking it
Fine Motor Skills	Shows a preference for a dominant hand Begins to use anticlockwise movement and retrace vertical lines	• Manipulates a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons	Dresses with help, e.g. puts arms into open fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom	Handles tools, objects, construction and malleable materials safely and with increasing control and intention	Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed Uses simple tools to effect changes to materials	

Curriculum Overview



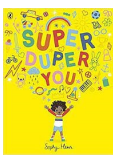


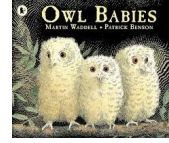
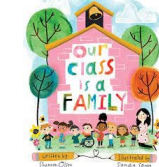

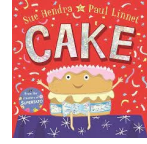

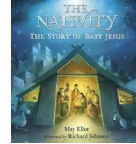


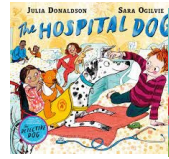
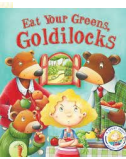
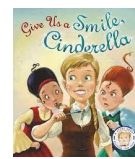


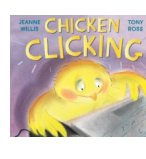

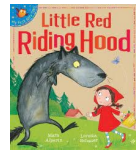


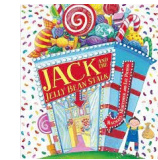
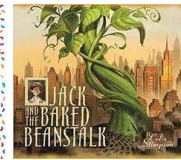

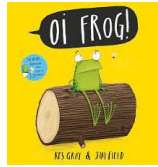
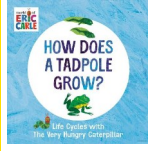





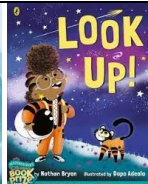
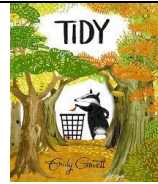


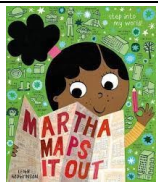
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer2
PE sessions throughout the Year	Using the indoor and outdoor environment safely and having an understanding of risk. Gaining control of their gross and fine motor skills while undertaking more than one task at a time.		Ball skills Throwing, catching and kicking, with control.	Dance– Fairy tales Moving in time to and in response to music. Coordination and balance.	Gymnastics Controlled movements, balance and coordination,	Team Games Athletics Rules, coordination, listening and responding to others.
Handwriting development	Comfortable grip with good control over pens and pencils. Encourage tripod grip	With guidance able to use the tripod grip	Able to independently use the tripod grip when holding pencils and other writing tools Start to form letters using the Little Wandle letter	Able to form some letters correctly using the Little Wandle Letter formation,	Develop a handwriting style which is fast accurate and efficient using the tripod grip.	

Literacy

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).

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
The Big Idea and Key Theme	Big Idea: What makes me me? Belonging, family, rules and routines, Autumn, Local area.	Big idea: How do we celebrate? Celebrations, past and present, Family and cultures	Big idea: Who can help us? Community, self care, oral health, safety, winter	Big idea: Was it a happy ever after? Spring friendship Alternative fairy tales	Big idea: What is lurking at the bottom of the garden? Habitats, lifecycles, growth and change, planting	Big idea : Where can we travel? Culture, climate, travel, space, ways of life, summer, transitions.
Literacy at St Mary's	At St Mary's our literacy curriculum is accessed through explicit literacy lessons and phonics sessions taught daily. The literacy curriculum is text driven. The children start their journey into a book by reading and predicting using the skill of inference to predict events using the illustrations to predict events. Children then role play and retell the story using puppets and props to rehearse language and familiarise themselves with new vocabulary, story structure and themes. Children then go on to show their understanding of the text by answering questions and explaining their understanding. As children's spoken language develops shared and modelled writing sessions take place throughout the year to model successful writing incorporating sounds learnt in phonics and sentence writing. Children read and write for pleasure in the EYFS due to the broad offer of reading, writing and comprehension.					
End of Year ELG	<u>Comprehension</u> 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		<u>Word Reading</u> 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.		<u>Writing</u> 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.	

Curriculum Overview

	Texts Covered Throughout the Year in Literacy Sessions
Autumn 1 Big Idea: What makes me me? Belonging, family, rules and routines, Autumn, Local area.	      
Autumn 2 Big idea: How do we celebrate? Celebrations, past and present, Family and cultures	     
Spring 1 Big idea: Who can help us? Community, self care, oral health, safety, winter	      
Spring 2 Big idea: Was it a happy ever after? Spring friendship Alternative fairy tales	     
Summer 1 Big idea: What is lurking at the bottom of the garden? Habitats, lifecycles, growth and change, planting	     
Summer 2 Big idea : Where can we travel? Culture, climate, travel, space, ways of life, summer, transitions.	     

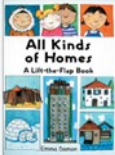
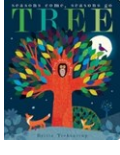

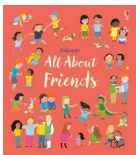
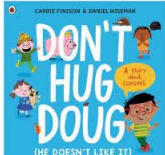

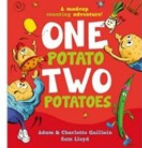
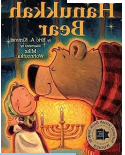
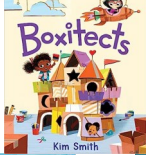
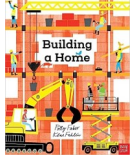
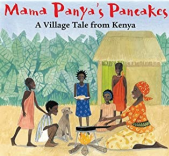
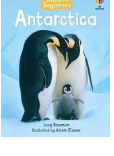

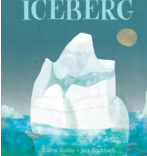
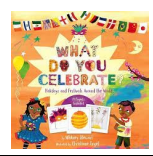

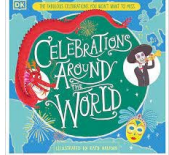


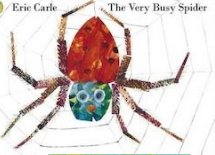

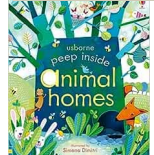
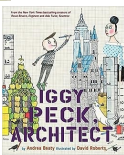


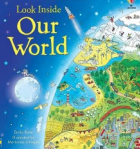

Curriculum Overview

Traditional Tales Covered Throughout the Year

Throughout the year the children study a traditional tale each term. Through our traditional tale studies the children have opportunities for retelling during provision. Using Tales toolkit the children have opportunities for creating story maps,

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
					

	Texts to support the Curriculum
Autumn 1: What makes me me?	      
Autumn 2: How do we celebrate?	      
Spring 1: Who can help us?	    
Spring 2: What is Happily Ever After?	       
Summer 1: What is lurking at the bottom of the garden?	       
Summer 2: How far can we go?	     

	Texts to be used in provision
Autumn 1	       
Autumn 2	     
Spring 1	       
Spring 2	      
Summer 1	      
Summer 2	      

Understanding the World

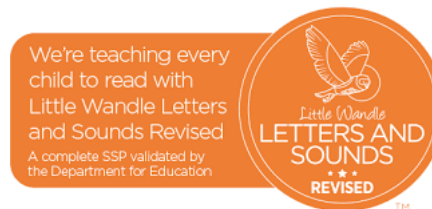
Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members 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 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
The Big Idea and Key Theme	Big Idea: What makes me? Belonging, family, rules and routines, Autumn, Local area.	Big idea: How do we celebrate? Celebrations, past and present, Family and cultures	Big idea: Who can help us? Community, self care, oral health, safety, winter	Big idea: Was it a happy ever after? Spring friendship Alternative fairy tales	Big idea: What is lurking at the bottom of the garden? Habitats, lifecycles, growth and change, planting	Big idea : Where can we travel? Culture, climate, travel, space, ways of life, summer, transitions.
Understanding the World At St Mary's	At St Mary's we aim to provide children with a deep understanding of the world around them. Through our studies of different countries the children can compare and contrast countries , cultures and traditions around the world. Starting with three own locality of Leeds and then widening around the world. The children will explore music, arts, food and religious celebrations. We use a range of media, Atlas, globe, non fiction texts and photo's which have all been carefully selected . Throughout the year the children take part in seasonal walks to observe changes in their local environment. And discuss what they find. We also plan to visit Tropical World to look at Animals and plants as part of our growing topic. And to help us with our life cycles work. The children will learn about significant lives and will have a visit from the emergency services allowing the children to ask questions and deepen their understanding. These activities allow the children to reflect on their lives now and in the past and to discuss this with their families at home.					
End of Year ELG	<u>Past and Present</u> 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		<u>People, Culture and Communities</u> Describe 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.		<u>The Natural World</u> Explore the natural world around them, making observations and drawing pictures of animals and plants; 15 - 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.	

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Word reading	<p>Handles books and touch screen technology carefully and the correct way up with growing competence</p> <p>Begins to develop phonological and phonemic awareness</p>	<p>Knows information can be relayed through signs and symbols in various forms (e.g. printed materials, digital screens and environmental print)</p> <p>Begins to segment the sounds in simple words and blend them together and knows which letters represent some of them</p>	<p>Begins to read some high frequency words, and to use developing knowledge of letters and sounds to read simple phonically decodable words and simple sentences</p>	<p>Continues a rhyming string and identifies alliteration</p>	<p>Engages with books and other reading materials at an increasingly deeper level, sometimes drawing on their phonic knowledge to decode words, and their knowledge of language structure, subject knowledge and illustrations to interpret the text</p>	<p>Say a sound for each letter in the alphabet and at least 10 digraphs; - Read words consistent with their phonic knowledge by soundblending; - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>
Writing	<p>Sometimes gives meaning to their drawings and paintings</p> <p>Begins to make letter-type shapes to represent the initial sound of their name and other familiar words</p>	<p>Includes mark making and early writing in their play</p> <p>Gives meaning to the marks they make as they draw, write, paint and type using a keyboard or touch-screen technology</p>	<p>• Starts to develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet, identifying letters and writing recognisable letters in sequence, such as in their own name blend them together</p>	<p>Begins to break the flow of speech into words, to hear and say the initial sound in words and may start to segment the sounds in words and blend them together.</p>	<p>Uses their developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences</p>	<p>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.</p>
Comprehension	<p>Has some favourite stories, rhymes, songs, poems or jingles • Repeats and uses actions, words or phrases from familiar stories</p>	<p>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories</p> <p>Able to follow a story without pictures or props</p>	<p>Understands questions such as who; why; when; where and how</p>	<p>• Begins to be aware of the way stories are structured, and to tell own stories • Talks about events and principal characters in stories and suggests how the story might end</p>	<p>Is able to recall and discuss stories or information that has been read to them, or they have read themselves</p>	<p>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.</p>

Curriculum Overview

At St Marys Academy we follow the Little Wandle Revised Letters and Sounds programme for our Phonics teaching. Below is an overview of the graphemes taught in each term alongside the tricky words. The children have at least 30 minutes of discrete phonics teaching a day and then 3 shared reading sessions a week. They also receive keep up and catch up as necessary.



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Phase 2	Phase 2	Phase 3	Phase 3	Phase 4	Phase 4
Graphemes	s a t p i n m d g o c k c k e u r h b f l	ff ll ss j v w x y z zz qu ch sh th ng nk • words with – s /s/ added at the end (hats sits) • words ending in s /z/ (his) and with –s /z/ added at the end (bags sings)	ai ee igh oa oo oo ar or ur ow oi ear air er • words with double letters • longer words	words with double letters, longer words, words with two or more digraphs, words ending in –ing, com- pound words • words with s /z/ in the middle • words with –s /s/ /z/ at the end • words with –es /z/ at the end	Short vowels with adjacent consonants • CVCC CCVC CCVCC CCCVC CCCVCC • longer words and compound words • words ending in suf-xes: –ing, –ed /t/, –ed / id/ /ed/, –est	Phase 3 long vowel graph- emes with adjacent conso- nants • CVCC CCVC CCCVC CCV CCVCC • words ending in suf-xes: –ing, –ed /t/, – ed /id/ /ed/, –ed /d/ –er, – est • longer words
Tricky words	Is I the	put* pull* full* as and has his her go no to into she push* he of we me be	was you they my by all are sure pure	Review all taught so far	said so have like some come love do were here little says there when what one out today	Review all taught so far

Mathematics

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 10, 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.

Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
The Big Idea and Key Theme	Big Idea: What makes me? Belonging, family, rules and routines, Autumn, Local area.	Big idea: How do we celebrate? Celebrations, past and present, Family and cultures	Big idea: Who can help us? Community, self care, oral health, safety, winter	Big idea: Was it a happy ever after? Spring friendship Alternative fairy tales	Big idea: What is lurking at the bottom of the garden? Habitats, lifecycles, growth and change, planting	Big idea : Where can we travel? Culture, climate, travel, space, ways of life, summer, transitions.
Maths at St Mary's	At St Mary's our long term plan has been designed to enable children to revisit key ideas and embed key skills until they are mastered throughout the year. Children revisit skills over the year, counting , ordering, number composition, comparing amounts, addition and subtraction. We also drip feed the learning of dhaoe space and measures throughout the year. Each week the children study a number of the week, this supports the development of mathematical patterns and a deep understanding of the number, we begin with numbers 1-10 and then move to teen numbers in the summer term.					
Shape Space and Measure	Within the White Rose Units the children Learn about Shape Space and Measures. There is also explicit teaching od 2D and 3D shapes. The children learn about the shapes alongside the associated numbers for example triangle with number 3. Within provision the practitioners challenge mathematical thinking.					
End of Year ELG	<u>Number</u> Have a deep understanding of number to 10, including the composition of each number; 14 - 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.			<u>Numerical Patterns</u> 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.		



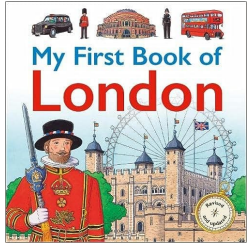
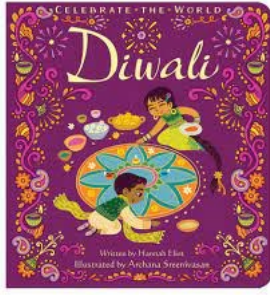
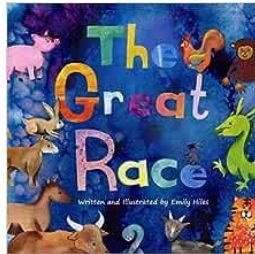
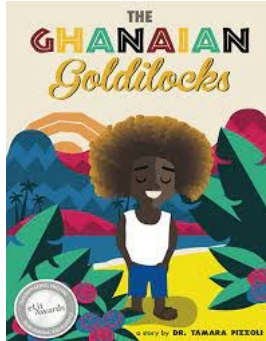

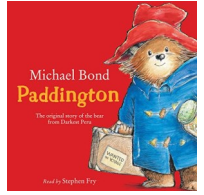
Curriculum Overview

Week	1	2	3	4	5	6	7	8	9	10	11	12
Autumn	Getting to Know you	Match , Sort and Compare Match objects Match pictures and objects Identify a set Sort objects to a type Explore sorting techniques Create sorting rules Compare amounts			Talk about measure and patterns Compare size Compare mass S Compare capacity Explore simple patterns Copy and continue simple patterns Create simple patterns		It's me 1,2,3 Find 1, 2 and 3 Subitise 1, 2 and 3 Represent 1, 2 and 3 1 more 1 less Composition of 1, 2 and 3		Circles and Triangles Identify and name circles and triangles Compare circles and triangles Shapes in the environment Describe position	1,2,3,4,5 Find 4 and 5 Subitise 4 and 5 Represent 4 and 5 1 more 1 less Composition of 4 and 5 Composition of 1-5		Shapes with 4 sides Identify and name shapes with 4 sides Combine shapes with 4 sides Shapes in the environment My day and night
Spring	Alive in 5	Mass and Capacity	Growing 6,7,8			Length, height and tume		Building8,9 and 10			Explore 3D shapes	
Summer	To 20 and Beyond		Manipulate, compose, decompose			Sharing and grouping		Visualise, build and map			Make connections	Consolidation

Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Religious Celebrations	Harvest	Christmas– Christian Diwali– Hindu Hannukah	Chinese New Year	Ramadan– Muslim	Easter– Christian	Eid– Muslim
Computing and Mapping (links to maths)	Talks about why things happen and how things work	Knows how to operate simple equipment, e.g. turns on CD player, uses a remote control, can navigate touch-capable technology with support	• Shows an interest in technological toys with knobs or pulleys, real objects such as cameras, and touchscreen devices such as mobile phones and tablets	Completes a simple program on electronic devices • Uses ICT hardware to interact with age appropriate computer software	Can create content such as a video recording, stories, and/or draw a picture on screen	Can use the internet with adult supervision to find and retrieve information of interest to them
The Natural World	Shows care and concern for living things and the environment	Begin to understand the effect their behaviour can have on the environment	Knows about similarities and differences in relation to places, objects, materials and living things	Looks closely at similarities, differences, patterns and change in nature	Makes observations of animals and plants and explains why some things occur, and talks about changes	Talks about the features of their own immediate environment and how environments might vary from one another
The Natural World Ongoing	Walks are planned for the children to explore the changing seasons as well as well planned texts to help the children understand the changes that happen during each seasonal change. Work will also be done around the children's interests.					
Past and Present (Early Historical Skills)	Has a sense of own immediate family and relations and pets Learns that they have similarities and differences that connect them to, and distinguish them from, others	Recognises and describes special times or events for family or friends	Shows interest in different occupations and ways of life indoors and outdoors	• Knows that other children do not always enjoy the same things, and is sensitive to this	Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions	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 story

Curriculum Overview

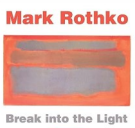
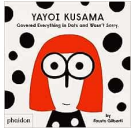
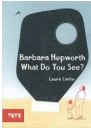



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
People Culture and Communities Throughout the Year	<p>Know that there are different countries in the world and talk about the differences they have experiences or seen in photographs</p> <p>Recognise that people have different belief and celebrate in different ways</p> <p>Talk about key roles in society and name and describe people who are familiar to them in society eg, police, fire service, dentists, doctors.</p>					
Locality of the world	<p>Study of our Locality</p> <p>Leeds</p> <p>UK</p> <p>Capital City—London</p> 	<p>India– Linked to the Hindu celebration of Diwali</p> 	<p>CHINA– Chinese New Year, Chinese Culture and Chinese customs</p> 	<p>Africa– Ghana</p> <p>Study of Ghana food, music and art</p> 	<p>Australia</p> <p>Climate</p> <p>Insects and animals</p> 	<p>Peru– rainforest</p> <p>Wonder of the world and travel</p> 

Expressive Arts and Design

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 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
The Big Idea and Key Theme	Big Idea: What makes me? Belonging, family, rules and routines, Autumn, Local area.	Big idea: How do we celebrate? Celebrations, past and present, Family and cultures	Big idea: Who can help us? Community, self care, oral health, safety, winter	Big idea: Was it a happy ever after? Spring friendship Alternative fairy tales	Big idea: What is lurking at the bottom of the garden? Habitats, lifecycles, growth and change, planting	Big idea : Where can we travel? Culture, climate, travel, space, ways of life, summer, transitions.
Expressive Arts and Design At St Mary's	At St Marys Academy we believe that all children have unlimited potential and should have the opportunities to explore their talents in an open environment that allows them to shine. Our Early Years environment is set up to allow the children to express themselves freely through the medium of dance, drama, music, drawing, and painting. With skilful practitioners alongside them to help them master their skills and develop a foundation that will equip them on their journey through school.					
End of Year ELG	<u>Creating with Materials</u> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.			<u>Being Imaginative</u> 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.		

Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Being Imaginative	Engages in imaginative play based on own ideas or first-hand or peer experiences.	<ul style="list-style-type: none"> Creates representations of both imaginary and real-life ideas, events, people and objects 	Uses combinations of art forms, e.g. moving and singing, making and dramatic play, drawing and talking, constructing and mapping	Responds imaginatively to art works and objects, e.g. this music sounds like dinosaurs, that sculpture is squishy like this [child physically demonstrates], that peg looks like a mouth	Introduces a storyline or narrative into their play • Plays cooperatively as part of a group to create, develop and act out an imaginary idea or narrative	<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.
Artist of the Term	Mark Rothko Colour Chaos 	Yayoi Kusama 	Barbra Hepworth 	Andy Goldsworthy 	Georgia O'Keefe 	Frida Kahlo 
Creating with Materials	Enjoys and responds to playing with colour in a variety of ways, for example combining colours	Continues to explore colour and how colours can be changed	Develops an understanding of using lines to enclose a space, and begins to use drawing to represent actions and objects based on imagination, observation and experience	Uses their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking—Natural sculptures	Develops their own ideas through experimentation with diverse materials, e.g. light, projected image, loose parts, watercolours, powder paint, to express and communicate their discoveries and understanding.	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used;
Music development	Enjoys joining in with moving, dancing and ring games	<ul style="list-style-type: none"> Sings familiar songs, e.g. pop songs, songs from TV programmes, rhymes, songs from home 	Taps out simple repeated rhythms • Develops an understanding of how to create and use sounds intentionally	Begins to build a collection of songs and dances	Makes music in a range of ways, e.g. plays with sounds creatively, plays along to the beat of the song they are singing or music they are listening to	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.