 **Curriculum Overview 2023-24 Year: Foundation Stage**

*‘We create a nurturing environment which both inspires and challenges our whole school family, equipping our children to have*

*high aspirations to: 'Dream big, love God and live well.'*

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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Church school**  **value** | Truth | Compassion | Perseverance | Trust | Forgiveness | Peace |
| **British value** | Democracy | Mutual Respect | Tolerance | Rule of Law | Individual Liberty | All British Values |
| **Theme** | It’s good to be me! | Celebrations | People who help us | The world around us | Traditional Tales | Minibeasts |
| **Characteristics of Effective learning** | **Characteristics of Effective Learning**  **Playing and exploring:** - Children investigate and experience things, and ‘have a go’. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning  **Active learning:** - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.  **Creating and thinking critically:** - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions. | | | | | |
| **Overarching principles** | **Unique Child:** Every child is unique and has the potential to be resilient, capable, confident and self-assured.  **Positive Relationships:** Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.  **Enabling environments:** Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.  **Learning and Development:** Children develop and learn at different rates (not in different ways as it stated 2017). We must be aware of children who need greater support than others. | | | | | |
| **Nursery 5 term children’s area of focus will be dependent on their individual next steps and may differ from those of 3 term children. All children’s next steps will be incorporated in the short term planning to ensure the curriculum is appropriate, purposeful and challenging for all children.** | | | | | | |

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| **Intent** | 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. 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. In our setting, outdoor space is vital due to a lack of this at home for most children. 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 tools, with feedback and support from adults, allow children to develop proficiency, control and confidence. | | | | | | |
| **Physical development** | See **pre-writing skills** progression document for details of how we support children’s fine motor development and early writing skills. | | | | | | |
| Develop the overall body strength, co-ordination, balance and agility needed to support future gross motor activities.  Develop the small motor skills so that they can use a range of tools, competently, safely and confidently.  Develop core muscle strength to achieve a good posture when sitting at a table or on the floor. | | | | | | |
| **Nursery**  **Gross motor** – outside negotiating space.  Developing control over gross movements.  **Fine motor focus** – up and down movements  Dough disco  Marking making opportunities inside and outside  **Independently** washing hands and being aware of toileting needs. | **Nursery**  **Gross motor** - outside climbing, balancing and riding bikes/scooters  Negotiating space.  **Fine motor focus** – upwards and downwards movements  Dough disco  Marking making opportunities inside and outside  Manipulating a range of fine motor equipment.  **Independent** putting on coats and being more independent of toileting needs. | **Nursery**  **Gross motor** - Use large muscle movements – waving flags, scarves etc  Moving to music  Negotiation space  **Fine motor** - One handed tools  Dominant hand  Dough disco  Mark making focus – side to side  Name writing  **Independently** brushing teeth/using the toilet.  Choosing appropriate resources for task  **Safe** use of equipment  **Being healthy** Describe what happens to our bodies when we exercise.  Tooth brushing awareness. | **Nursery**  **Gross motor** – balancing and climbing with alternate feet.  Hop, skip, jump ad stand on one leg.  Negotiation space  **Fine motor** - One handed tools comfortable/tripod grip of pencil – fine motor  Mark making focus – wavey lines  Name writing  **Independently** eat with a knife and fork  **Safe** use of equipment  Working as a team. Playing games.  **Being healthy** Describe what happens to our bodies when we exercise.  Tooth brushing awareness. | **Nursery**  **Gross motor** – develop ball skills  Remembering sequences of movements  Negotiation space  **Fine motor**  Mark making focus –zigzag  Consistent and comfortable grip of pencil  Letter formation  Control of scissors  **Independently** eat with a knife and fork  **Safe** use of equipment  **Healthy choices** about food and drink.  Working as a team. Playing games.  Tooth brush awareness | | **Nursery**  **Gross motor** – running sports day.  Matching physical movement to task  Negotiation space  **Fine motor**  Mark making focus – arches  Consistent and comfortable grip of pencil – good control.  Letter formation  Control of scissors – snipping along lines.  **Independently** eat with a knife and fork  **Safe** use of equipment  **Healthy choices** about food and drink.  Working as a team. Playing games.  Tooth brush awareness |
| **Reception:**  Body Management  Explore balance and managing own body including manipulating small objects.  Able to stretch, reach, extend in a variety of ways and positions.  Able to control body and perform specific movements on command.  **Gross Motor –**  Use climbing equipment safely and competently.  Negotiate space effectively  **Fine Motor-**  Begin to use a dominant hand  Begin to form recognisable letters.  Begin to use scissors effectively.  **Independently –**  To attend to toileting needs  To wash hands independently | **Reception:**  Gymnastics  To develop confidence in fundamental movements  To experience jumping, sliding, rolling, moving over, under and on apparatus.  **Gross Motor –**  Use climbing equipment safely and competently.  To use the Trim trail safely.  Negotiate space effectively  Balance and coordinate safely.  **Fine Motor-**  Begin to use a dominant hand  Begin to form recognisable letters.  Begin to use scissors effectively.  **Independently –**  To attend to toileting needs  To wash hands independently | **Reception:**  Manipulation and Coordination  Send and receive a variety of objects with different body parts.  Work with others to control objects in space.  Coordinate body parts such as hand-eye, foot-eye over a variety of activities and in different ways.  **Gross Motor –**  Use climbing equipment safely and competently.  Negotiate space effectively.  **Fine Motor-**  Begin to use a dominant hand  Begin to form recognisable letters.  Use scissors and equipment effectively.  **Independently –**  Attend to toileting needs  Wash hands independently  Brush teeth, use the toilet and wash hands independently.  **Healthy choices –**  Start to think about healthy food choices, exercise and hygiene can contribute to good health. | **Reception:**  Dance  Recognise that actions can be reproduced in time to music; beat patterns and different speeds  Perform a wide variety of dance actions both similar and contrasting.  Copy, repeat and perform simple movement patterns.  **Gross Motor –**  Take calculated risks in the outdoor area.  Negotiate space effectively.  Balance and coordinate safely.  **Fine Motor-**  Use a dominant hand  Begin to form recognisable letters.  Begin to use scissors effectively.  **Independently –**  Handle different apparatus safely.  Wash hands independently  Brush teeth, use the toilet and wash hands independently.  **Healthy choices –**  Start to think about healthy food choices, exercise and hygiene can contribute to good health. | **Reception:**  Cooperation and solve problems  Organise and match various items, images, colours and symbols.  Work with a partner to listen, share ideas, question and choose.  Collect, distinguish and differentiate colours and create a shape as a team.  Move confidently and cooperatively in space. Travel in a range of ways.  **Gross Motor –**  Use climbing equipment safely and competently.  Negotiate space effectively  **Fine Motor-**  Use a dominant hand  Begin to form recognisable letters.  Use a pencil effectively.  Form recognisable letters.  Begin to use scissors effectively.  **Independently –**  Attend to toileting needs  Wash hands independently  Brush teeth, use the toilet and wash hands independently.  **Healthy choices –**  Start to think about healthy food choices, exercise and hygiene can contribute to good health. | | **Reception:**  Speed, agility and travel  Travel with some confidence and coordination.  Change direction at speed through both choice and instructions.  Perform actions demonstrating changes in speed.  Stop, start, pause, prepare for and anticipate movement in a variety of situations.  **Gross Motor –**  Use climbing equipment safely and competently.  Negotiate space effectively  **Fine Motor-**  Begin to use a dominant hand  Use a pencil effectively.  Form recognisable letters.  Begin to use scissors effectively.  **Independently –**  Attend to toileting needs  Wash hands independently  Brush teeth, use the toilet and wash hands independently.  **Healthy choices –**  Start to think about healthy food choices, exercise and hygiene can contribute to good health. |
| **Intent** | At Bishop King, with our high EAL group, language development is a main priority. 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. | | | | | | |
| **Communication and Language** | **Nursery** use Elklan activities to support children’s understanding and verbal reasoning.  **Nursery** use daily Nursery Rhymes and familiar books to support language development.  **Nursery and Reception** use Wellcomm to support children with early Language.  **Reception** – use progressive vocabulary programme ‘Word Aware’.  Modelling - adults use simple vocabulary. Initially one word eg. Help, drink, toilet. Then adding another word eg. Help please, drink please. Extending sentence at the pace of the child until they are able to communicate need independently. | | | | | | |
| **Nursery**  Baseline assessments  Daily singing – nursery rhymes  Action songs  Daily story time – continued throughout the year.  Talking about characters  Talking about themselves and families.  Communication can be understood by others.  Talk about wants and needs. | **Nursery**  Sings songs – Nativity  Listen to, understand and follow simple instructions  Talk about what I am doing.  Talk about home celebrations  Stories about celebrations.  Know that stories have beginning, middle and end. | **Nursery**  Develop repertoire of songs  Respond to instructions and begin to respond to questions.  Talk about what I am doing.  Developing vocabulary – wide range in correct context.  Understanding two-part questions.  Sorting objects based on  properties.  Elklan Blank questions and Information Carrying Words. | **Nursery**  Develop repertoire of songs  Talk for writing  Listening to stories retaining key vocabulary.  Retell stories – story structure.  Answer questions about stories – Elklan Blank assessments.  Sing familiar songs  Respond to instructions and begin to respond to questions  Ask questions  Longer sentences – understood by others.  Use of connectives. | **Nursery**  Develop repertoire of songs Listening to stories retaining key vocabulary.  Retell stories – story structure, setting ad characters.  Talk for writing - support to use connectives – Once upon a time, first, next, then and finally.  Narrative in talk during play  Ask questions –  Understand why questions  Talking in front of others  Use talk to organize themselves.  Ask who what when how questions | **Nursery**  Develop repertoire of songs  Speak in a range of tense  Complex vocabulary  Prepositions  Rhyming  Retelling  Role play Talk for writing - support to use connectives – Once upon a time, first, next, then and finally.  Say what happens next in a story/rhymes.  Answer questions and share opinions using relevant vocabulary.  Talking confidently in different situations  Express points of view.  Singing songs confidently. | |
| All adults model good spoken English and develop children’s vocabulary through the use of quality texts, discussions and modelling.  Modeling – Adults model one word to convey need eg drink; they then add a word on eg more drink, drink please; extending the sentence at the pace of the child eg can I have a drink please until the child is able to communicate need independently.  **Nursery and Reception** to use Wellcomm to support children with Early Language. | | | | | | |
| **Reception**  Baseline assessments  Daily singing  Daily story time  Talking about themselves and others  Talk about stories  Communicate needs to others.  Word Aware vocab | **Reception**  Talk for writing  Sing songs  Speak in front of a group of people  Make comments and celebrate similarities and differences (festivals, cultures, religions)  Word Aware vocab | **Reception**  Talk about how different people help us  Ask and answer simple questions  Listen and respond to answers  Word Aware vocab | **Reception**  Talk for writing  Discuss changes in the environment  Describe using senses  Sing songs  Respond to stories  Make choices  Name and sort living things  Word Aware vocab | **Reception**  Retell stories  Talk for writing  Story language  Know different features of a text  Engage in conversation with others  Word Aware vocab | **Reception**  Rhyming  Retell stories  Talk about different habitats  Begin to research using a search engine  Talk about a specific interest or subject  Engage in meaningful conversation with others  Word Aware vocab | |

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| **Intent** | At Bishop King, 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, nurturing and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life. | | | | | |
| **Personal, social and emotional development** |
| **Nursery New children throughout the year**  Settling in / Building relationships / Social interactions | | | | | |
| **Nursery**  Settling in  Separating from main carer.  Selecting activities and routines.  Wash hands – use toilet with support.  Building relationships  Knowing they can approach adults.  Social interactions  Understanding rules | **Nursery**  Building confidence  Confident with daily routines  Behaviour expectations – adapting behavior.  Importance of oral health Selecting activities and routines.  Dealing with conflict  Dealing with change  Turn taking  Asking adults for help | **Nursery**  Empathy  Feelings - talk about in circle time.  Learning about others  Oral health  Independent sharing of resources.  Turn taking – waiting for their turn.  Play in a group.  Looking after resources - respect  Independently follow rules. | **Nursery**  Caring for others  Changes in our bodies  Feelings – talk about in circle time – link to stories.  Independence within the environment. Looking after resources - respect  Independently follow rules.  Ask adult for support appropriately.  Use of equipment and areas of Nursery safely. | **Nursery**  Healthy bodies  Healthy minds  Awareness of others feelings  Support to initiate play and keep it going.  Develop confidence in new situations.  Resolve conflict  Aware of others feelings | **Nursery**  Preparing for next year  Transition  Being assertive  Confidence to talk to peers and adults in different situations,  Being polite.  Giving opinions and listening to others opinions.  Challenging opinions appropriately. |
|  | **Reception**  Settling in  Separating from main carer  Showing friendly behavior  Taking turns  Approaching adults  Class rules  School behaviour chart | **Reception**  Discussing different cultures and festivals  Talk about differences  Celebrate cultures and differences within community  Managing hygiene with support | **Reception**  Understanding how to make right choices and consequences  Making good choices | **Reception**  Understanding people need help  Talk about people who help us  Discussions around behaviour | **Reception**  Talking about relationships  Resolve conflict  Form positive attachments to adults  Express feelings and needs | **Reception**  Investigate habitats  Preparing for next year  Transition  Confidence  Managing hygiene independently |

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| **Literacy Intent** | Reading is a key driver for our curriculum. 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). We use Read, Write inc to teach phonics, reading and writing. | | | | | |
| **See Nursery Literacy overview for details of the progression of skills and knowledge taught within each term.** | | | | | |
| **Reading** | **Nursery**  Baseline assessments  Book corner  Daily story time/Rhyme time  Weekly book focus – extended conversations and extending vocabulary  Recognise logos within the environment.  Know text has meaning.  Modelling reading  Parts of a book – cover/pages/ back/spine. | **Nursery**  Book corner  Daily story time  Weekly book focus – extended conversations and extending vocabulary.  Talk for writing  Identify words/pictures  Book title/cover/pages  Exploring initial sound in familiar words  Talk about familiar stories  Find familiar letters in name.  Structures of stories.  Model reading  Parts of a book – cover/pages/ back/spine. | **Nursery**  Book corner  Daily story time – joining in with repetitive stories  Talk for writing – story structure  Poems and extend rhymes  Rhyming books  Weekly book focus – extended conversations and extending vocabulary.  Title/cover/pages  Pointing to text when reading.  Identify name | **Nursery**  Book corner  Daily story time – joining in with repetitive stories  Talk for writing – parts/structure of a story.  Poems and extend rhymes  Rhyming books  Alliteration in stories  Weekly book focus – extended conversations and extending vocabulary.  Book/Title/Cover  Find letters in names  RWI pictures  What next questions  Ordering stories or previous events/experiences | **Nursery**  Collaborative story maps – events and characters  Book corner  Daily story time  Talk for writing - Collaborative story maps  Poems and extend rhymes  Rhyming books  Alliteration in stories  Weekly book focus – extended conversations and extending vocabulary.  Book/title/cover  RWI pictures linked to sounds  Oral blending games/words in routines.  Compare characters | **Nursery**  Non-fiction books  Book corner  Daily story time  Talk for writing Collaborative story maps  Poems and extend rhymes  Rhyming books  Alliteration in stories/games  Weekly book focus – extended conversations and extending vocabulary.  Book/title/cover  Fred games – oral blending  Making predictions  Discuss similarities and differences in stories from the past. |
| **Reception follow Ruth Miskin’s Read, Write inc as our systematic synthetic phonics programme.** | | | | | |
| **Reception:**  Baseline assessments  Book corner  Visits to the library  Daily story time  Phonics  Environmental sounds  Identifying sounds on a sound mat  Listen to familiar stories and rhymes | **Reception:**  Phonics  Listen to daily stories  Individual readers  Oral blending  Sounds making words  Red words  Sequencing familiar stories  Demonstrating understanding of what has been read/heard | **Reception:**  Find information from non-fiction books.  Retell traditional tales  Talk for writing  Begin to notice capital letters and full stops  Awareness of a sentence  Demonstrating understanding of what has been read/heard | **Reception:**  Talk for writing - sequence story, instructions.  Traditional tales  Rhymes and poems | **Reception:**  Talk for writing – story sequencing  Extending sentences  Spelling familiar words  Use learnt words and phrases to discuss stories and during role play | **Reception:**  Retell stories  Research minibeasts  Read rhyming words  Extending sentences  Spelling familiar words  Use learnt words and phrases to discuss stories and during role play |
| **Core books** | **Nursery core text**  The Very Hungry Caterpillar The Three Little Pigs  The Gingerbread Man Whatever Next!  Little Red Riding Hood Peace at Last  Noah’s Ark Owl Babies  **Reception core text**  Goldilocks and the Three Bears Oi Frog!  We’re Going on a Bear Hunt Jack and the Beanstalk  How to catch a star The Tiger who came to Tea  The Nativity The Gruffalo | | | | | |
| **Nursery**  ‘The Three Little Pigs’  ‘It’s ok to be different’  ‘All kinds of families’  “Heather has two mummies’  ‘So Much’  ‘My dad is brilliant  ‘Just like my Dad’  ‘Grandma’  ‘My body’ | **Nursery**  ‘The Nativity’  Christmas stories  Eg. ‘Shhh Santa’  ‘Hurry Santa’  Diwali | **Nursery**  Winter books  Books about people who help us.  ‘Chop Sticks’  ‘Supertato’ | **Nursery**  Books about plants  Why the sky blue?  ‘Here we are’  Jack and the Beanstalk | **Nursery**  ‘The Gingerbread Man’  ‘The Tiger who came to Tea’  ‘Little Red Riding Hood’ | **Nursery**‘  Arghhhh Spider,  ‘Super worm’  ‘Hungry Caterpillar’  ‘Mad about Mini-beasts’  ‘What the Ladybird Heard’  Minibeast books  Peepo |
| **Reception:**  The Tiger Who Came to Tea  The Bear Hunt  The Gruffalo | **Reception:**  The Nativity  Whatever next  How to catch a star  Christmas stories | **Reception:**  Non Fiction books  Books about people who help us | **Reception:**  Jack and the Beanstalk  The enormous turnip  The giant of Jum  What’s this? A seed story  Titch  Smartest Giant in town | **Reception:**  Goldilocks and the Three bears  Where’s my teddy  The gingerbread man  Little red riding hood  Little red | **Reception:**  Oi Frog!  Aaaaarrrgggh Spider!  The Very Hungry Caterpillar  A Tadpoles Promise  What the ladybird heard  Peepo |
| **Writing** | **Nursery** – opportunities for purposeful independent mark making within both indoor and outdoor environment. | | | | | |
| **Nursery**  Talking about the marks they make.  Identify marks made | | **Nursery**  Name writing  Use recognizable sound shapes in their independent mark making.  Independent marks for a purpose eg. Shopping lists in the role play.  Confidently talk about marks – marks give meaning | | **Nursery**  Write some sounds accurately.  Independent marks for a purpose eg. Shopping lists in the role play.  Confidently talking about marks | |
| **Reception**  Baseline Assessments  Writing area  Children self registering  Name writing  Colouring  Mark making opportunities  Talking about marks they make  Pencil control | **Reception**  Sentence about the nativity  Write a sentence and label a picture (nativity)  Write a letter to Santa  Speech bubbles | **Reception**  Holiday recount  What would I like to be when I grow up  Describe a character  Design a super hero  Retell story  Character description  Instructions for making porridge | **Reception**  Bean diary  Instructions – planting a bean  Signs of spring – what can we find?  Retell stories – Jack and the beanstalk  Story mapping  Easter recount | **Reception**  Story boards  Writing rhyme  Extended writing  Capital letters/full stops | **Reception**  Write facts about minibeasts  Retell stories  Food chains  Minibeast factfile |
|  | |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | Pictures | Random Scribbling | Scribble writing | Symbols that represent letters | Random letters | Letter Strings | Letter groups | |  |  |  |  |  |  |  | | Picture tells a story to convey message | Starting point at any point of paper | Progression is from left to right | Mock letters or symbols | | Letter strings move from L to R and move down the page | Separated by spaces to resemble different words | | | | | | |
|  | |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | Environmental print | Beginning sounds  Random and initial consonants | Initial and final sounds appear | Vowel sounds appear  Evidence of tricky words | All syllables represented | Inventive spelling | Multiple related sentences with many words spelled correctly | |  |  |  |  |  |  |  | | Awareness of print, copied from surroundings | Beginning and ending letters are used to represent words | | Medial sound may initially be written as a consonant.  Vowels begin to appear. | A child hears beginning, middle and end sounds. | Whole sentence writing develops. | | | | | | | |

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| **Intent** | Within our setting we believe that 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 and provision give opportunity to consolidate mathematical concepts. 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. | | |
| **Mathematics** | **See Nursery Mathematics Overview plan for details of the progression of skills and knowledge taught each term.**  **Reception follow the White Rose Maths programme. See separate overview.** | | |
| **Nursery**  Recognising and counting numbers to 5.  2D Shapes.  Number rhymes.  Sequencing  More and less  Day of the week | **Nursery**  One more/less.  Size.  Recognising and counting numbers beyond 5.  Representing numbers.  Subitising.  Patterns.  Positional Language. | **Nursery**  2D and 3D shapes.  Sequences.  Size.  Length.  Weight and Capacity.  Review of previously taught concepts.  Positional Language.  Problem solving |
| **Nursery Core text**  Goldilocks and the Three Bears  One Duck Stuck  The Very Hungry Caterpillar | **Nursery Core text**  One is a Snail, Ten is a Crab  We all went on Safari  Ten Little Dinosaurs | **Nursery Core text**  On the Launch pad  The Crayons books of numbers  Goodnight numbers |
| **Reception**  Baseline: Getting to know your learners  Match, Sort, Compare  Explore Pattern  1,2,3,4,5  One more, one less  Compare shapes  Night/Day time | **Reception**  Introduce Zero  Composition of number  Numbers 5-10  Altogether  Capacity  Measuring  Adding more  Length and Height  Number bonds to 10  3D shapes  Pattern | **Reception**  20 and beyond  10 frames  Estimating  Ordering numbers to 20  Tangrams  More (adding)  Take away  First, then, now  Making shapes  Doubling  Sharing  Even/odd |

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| **Intent** | As a church school we endeavor to provide children with opportunities to explore their own spirituality through our core values and celebrate our multicultural community. Understanding the world involves guiding children to make sense of their physical world and the diverse community that surrounds Bishop King School. 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. | | | | | | | | | | |
| **Understanding the world** | **Nursery**  Exploring natural and man-made materials  Range of construction  Observe Seasonal changes  Their life-story  Family history  Body parts  Animal body parts  Similarities and differences between peers and family members  Self- portraits  Who self is special.  Discuss and order past experiences out of school  Discovery box – objects from past  **Reception**  My Family  Local area  Homes | **Nursery**  Exploring natural materials  Diwali  Christmas  Family traditions  Birthdays  Use of CD player and ipad  Observe Seasonal changes  World Hello Day  Different cultures traditions  Significant events in own lives and families lives.  **Reception**  Family customs  Bonfire night  Diwali  Christmas  How things work  World Hello Day | | **Nursery**  Exploring natural materials with their senses.  Talking about what they see.  Changing weather.  Fire, police, nurse visits  Learning about other people and occupations.  Use of CD player and ipad  Observe Seasonal changes  Small worlds  **Reception**  Fire, police, nurse visits  Learning about other people and occupations | | **Nursery**  Exploring natural materials and the world using senses.  Talking about world around them.  Growing plants/decay  What do plants needs?  Differences in plants  Plant life cycles  Respect for living things  Different countries  Confident use of ipad  Easter  Observe Seasonal changes  **Reception**  Plants  Gardening  Changes in the environment  The world and different countries | | **Nursery**  Extend vocabulary to describe what they see.  Changes and differences in materials.  Different environment and people.  Looking after the environment  Observe Seasonal changes  How things work  Forces  Maps linked to stories or familiar places.  Identifying feature in local area – shop, school, home, park, fire station, football stadium, church etc  **Reception**  Different environments  Book settings | | **Nursery**  Extend vocabulary to describe what they see.  Changes in liquids.  Cooking – material changes  Minibeasts – body parts  Life-cycle of a butterfly  Different forces  Looking after the environment and small creatures within it.  Litter picking and using stories to discuss pollution  **Reception**  Minibeasts  Life-cycle of a butterfly  Habitats | |
| Focus on Godly play, daily prayers, Bible stories and other appropriate texts linked to our Church School values and have Noah Ark as a core text throughout the year. | | | | | | | | | | |
| **Reception** Re: Unit 1 Myself | **Reception** RE: Unit 3/4 - special people to me | | **Reception** RE: Unit 11 our special books | | **Reception** RE: Easter | | **Reception** RE: Creation Why is the word God so important? | | **Reception** RE: Unit 7 Our beautiful world | |
| **ICT** | Children in the Early Years Foundation Stage will begin to investigate technological devices by exploration. With support from adults, they will use different technology for a purpose and begin to understand the function of different devices. | | | | | | | | | | |
| **Global Learning** | Within Early years we focus on different countries and the people wo live in them through discussing photographs, exchange projects, films clips and Picture News activities. Through daily discussions about special events and traditions we focus on, and celebrate, the different countries represented in the school/class. By linking activities to their previous experiences we develop their knowledge of features within their local community and compare these to different communities world wide. We have maps and atlases as part of continuous provision and focus on these weekly as part of our ‘language of the moment’ discussions. | | | | | | | | | | |
| **TastEd** | See-  Many Shapes and Colours | | Touch-  Touch Detectives  Hear-  Loud and Quiet foods | | Smell-  Flavour and Spice  Taste-  Sweet and Sour | | All-  Raw and Cooked  See –  Many kinds of Carrots | | Touch-  Outside and Inside  Hear-  Listening to Food | | Smell-  Herbs and Memories  All-  Apples and Apples  Taste-  Combining Tastes |

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| **Intent** | At Bishop King, 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. We encourage children to listen attentively and move to music. Our continuous provision provides children with opportunities to develop their confidence to be able to create individual pieces of work; choosing their own resources, techniques and ideas. | | | | | |
| **Expressive arts and design** | **Nursery**  Supporting and modelling pretend play – home corner – family members.  Exploring a range of materials  Make a range of marks with a range of tools using them appropriately.  Join in with familiar parts of songs.  Images of self and family.  Representing objects and people in their images  Artist of the month – discuss nationality, feeling likes and dislikes and techniques.  Composer of the month  **Reception**  Drawing  Me! - explore: growing, homes, colour, toys, how I look | **Nursery**  Developing pretend play.  Exploring a range of materials  Make a range of marks with a range of tools.  Drawing details on representations  Sing whole song and listen to sounds.  Move body to music  Explore painting and colour.  Explore a range of instruments.  Clay diva’s  Rangoli patterns  Firework images  Christmas characters  Christmas cards using of media and techniques  **Reception**  Painting  My Stories - explore: using your imagination, Christmas, Festivals, Fairies, Pirates, Treasure, Superheroes, Let's pretend, Once upon a time | **Nursery**  Involve other in their imaginative play  Developing own ideas and express using materials.  Explore textures  Draw enclosed spaces and represent objects.  Images of people with faces  Using paint to mix colours  Listen with increased attention to sounds.  Sing a range of songs.  Use instruments in different  ways.  Make loud, quiet sounds and use instruments in different ways.  Tap simple rhythms  Copy sounds and movements to music.  Dressing up as people who help us – role play  Images of visitors  **Reception**  Collage  Everyone! - explore: family, friends, people and music from around the world | **Nursery**  Making small worlds of their own for play  Developing own ideas and express using materials.  Adapting as they make.  Use textures to make an effect.  Use tools and materials for a purpose.  Drawing represent movement.  Using paint to mix colours and talk about what is happening.  Sing a range of songs using pitch.  Identify different sounds.  Make sounds for a purpose – eg. within a story  Different cultures around the world - artists, music , stories and dance.  Feely bags – describing objects.  **Reception**  Textiles  Our World - explore: animals, jungle, minibeasts, night and day, sand and water, seaside, seasons, weather, sea, space | **Nursery**  Use of narrative in pretend play – tradition stories, core text and repetitive texts  Joining materials and explore textures.  Use drawing to represent emotions.  Use colours for a purpose.  Say what they like or dislike about their creations.  Notice what others do and adapt own creations.  Sing using melody  Respond to what they have heard.  Matching sounds and movements to a tempo.  Create sounds to accompany stories  Story Character images showing emotions  Stories and props in play. Making own props for use in play  **Reception**  Printing  Big Bear Funk - A Transition Unit: 1. Listen and appraise Singing, improvising and playing classroom instruments 3. Perform and Share | **Nursery**  Use of narrative in pretend play  Joining materials and explore textures. Plan what they are doing. Create with a purpose.  Use drawing to represent emotions.  Make natural Art  Say what they like or dislike about their creations.  Create their own songs.  Sing songs with instruments. Follow a rhythm.  Use instrument to express feelings and ideas.  Respond to music with movement – following a beat.  3D minibeasts  Making instruments.  Making minibeast outfits.  **Reception**  3D  Reflect, Rewind and Replay: Consolidation of learning and contextualizing the history of music. |
| **Composer / Artist of the month** | **Composer of the month -** Talking about how the music makes you feel, tapping to the tempo, moving bodies, discussing likes and dislikes, identifying instruments and finding out where the composer originates.  **Artist of the month –** Discussing what they can see, knowing and using the different techniques, finding out the country the Artist comes from and identifying likes and dislikes. | | | | | |
| **Cultural Capital** | Use of outside space.  High quality language and communication skills modelled.  Access to high quality text within books throughout the curriculum | | | | | |
| Woodland Walk  Outdoor space  Mealtimes together  Positive interactions  Stories | Autumn Walks  Outdoor space  Mealtimes together  Positive interactions  Stories | Fire Station  Visitors  Outdoor space  Mealtimes together  Positive interactions  Stories | Walking around local area  Castle  Outdoor space  Mealtimes together  Positive interactions  Stories | Cathedral visit  Outdoor space  Mealtimes together  Positive interactions  Stories | Lincoln City  Outdoor space  Mealtimes together  Positive interactions  Stories |