



Blessed Robert Widmerpool Foundation Stage Curriculum Overview

Train up a child in the way he should go; even when he is old he will not depart from it.
Proverbs 22:6

Blessed Robert Widmerpool Foundation Stage Unit:

- values a broad, rich, play-based curriculum in which children can develop their communication skills, confidence, curiosity and resourcefulness within an experiential setting that builds on and extends what they know already.
- is a place where nature and the outdoors is valued highly and is integral to children's everyday experience as a way of nurturing their well-being and giving them the space in which to explore, develop physically and learn.
- is a place where children are expected to be kind, respectful and loving towards all others and know that this is how they and their families will be treated too.
- supports children to know Jesus, to reflect on His teaching and to make it part of their own lives.
- gives children a strong foundation on which to build their future academic learning.

The characteristics of effective teaching and learning

In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately. Three characteristics of effective teaching and learning are:

- playing and exploring – children investigate and experience things, and 'have a go'
- active learning – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- creating and thinking critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things

Statutory framework for the EYFS

Special Educational Needs and Disability – Quality First Teaching

- Make sure you have a child's attention when talking to him/her by calling his/her name and making sure that he/she can see you.
- Be aware children need to hear words lots of times, in the same situation, before understanding them.
- Use simple language accompanied by signs, actions and gestures for all children as they learn to understand English.
- Leave gaps for children to be motivated to fill in the spaces with language.
- Activities are play-based, involve moving to learn, low-access and open-ended.
- Links are made to support children to remember previous learning.

Indoor Continuous Provision

Each of the sections below includes: The area of learning (focus and links); The outdoor area; Continuous provision; Questions for a supporting adult to use; Enhanced provision to be added during team planning meeting

<p>Creative Corner Selection of art resources; paint, paper, collage materials, glue, boxes to</p> <p><i>Q. Can you tell me about the model/painting you have created? Which materials have you combined? How? Why? Tell me about the colours you have chosen? How could you change the colours for your painting?</i></p>	<p>Sand Selection of sand toys such as; spades, buckets, sieves, pine cones, stones etc</p> <p><i>Q. How did you use the spade to make a...? What is the best thing to use? Tell me how you...?</i></p>	<p>Reading Area Story buckets, cosy corner, a wide variety of fiction and non-fiction stories, magnetic letters, CVC/CVCC frames, white boards and pens</p> <p><i>Q. What is your favourite story? Why? Tell me about your favourite character/setting? Describe them. Which sounds can you spot in the word? Can you build/write our own words/sentence?</i></p>	<p>Writing Table Word mats, writing frames, whiteboards, paper, pencils, name cards</p> <p><i>Q. Tell me about your writing? Use your phonics to support your writing. Do your letters look like the ones on the sound/alphabet mat? Can you write a label/caption to go with your drawing?</i></p>
<p>Prayer Tables Bible, wooden cross, candle, liturgical colour. Resources linked to current topic</p> <p><i>Q: What would you like to prayer for today? Will our prayer be to say thank you, sorry or to ask for help</i></p>	<p>Construction Boxes A selection of construction toys such as; Lego, Duplo, Mobilo, Interstar etc</p> <p><i>Q. Tell me about your model? How could you change it? Describe how you have created it.</i></p>	<p>Small World Play Dolls house, church, people, Mini-Me's, Cars, furniture</p> <p><i>Q. Where is your imagination taking you? What is the same or different about the ...? Why?</i></p>	<p>Maths Table Tens frames, number formation frames, number lines, clipboards, pencils, part-part-whole, manipulatives (cubes/counters/compare bears) 100 square, Abacus, Maths story books</p> <p><i>Q. Tell me 1 more/1 fewer. How can you represent ... using a tens frame/part-part whole? Show me an arrangement of... What do you notice about the numbers?</i></p>
<p>Investigation Table Clipboards, pencils. Topic themed books. Resources linked to current topics</p> <p><i>Q. What do you notice? Tell me about the similarities and differences you can see. I wonder... Why do you think..?</i></p>	<p>Celebration Table Wow postcards, marble jars, PSED themed story books, Inside Out characters, emotions stones</p> <p><i>Q. How do you feel today? Why? How could we change how we feel? What could we do? Tell me about the marbles... how/why did you get a marble? Describe the different emotions you can see/feel?</i></p>	<p>Easel Paints, chalks, pencil crayons, paper, pictures as a stimulus</p> <p><i>Q: Tell me about your painting. Can you add more detail? I wonder what colour you will make when you mix those two colours.</i></p>	<p>Water Selection of resources such as; jugs, funnels, sea creatures, boats, ducks etc.</p> <p><i>Q: Can you explain what is happening to the water? How do the boats move through the water? How much water is in the container? How will you fill/empty it?</i></p>

<p>Fine Motor Table Pom-poms, tweezers, play dough, play dough tools</p> <p><i>Q. how can you use the tweezers to pick up the pom-poms? Show me. How will you shape the play dough? Describe how you have used the play dough.</i></p>	<p>Home Corner Home corner resources to reflect children’s own homes. Writing equipment, recipes. Photographs to stimulate conversation and labels / boxes to enable tidying.</p> <p><i>Q: I’m feeling hungry – what shall we cook today? I think I need to change the baby what will we need? Can I help you?? How many do you need? Can you write a recipe for...?</i></p>	<p>Snack Table Cups, fruit, milk, water</p> <p><i>Q. which snack/drink will you have? What does it taste like? Describe it. Do you have these at home? Which is your favourite? Why?</i></p>	<p>Counting Collections Selection of manipulatives to support counting skills such as; lollipop sticks, gems, counters, etc. Mats, whiteboards and pens</p> <p><i>Q. tell me about your pattern? How could you change it? Is it the same or different? Describe the arrangement you have made? What do you notice? What will happen to the amount if I add more/take some away?</i></p>
<p>Small Bricks Selection of different sized bricks, animals, material, transport</p> <p><i>Q. Where is your imagination taking you? What will you need? How can you create it? How can you change it?</i></p>	<p>Large Blocks Large blocks, photographs to stimulate conversations and ideas.</p> <p><i>Q; Imagine you are a builder – What will you create? How will you use the bricks? What could you add to change your building? Can I help? How many blocks do you need?</i></p>	<p>Music Table <i>Variety of musical instruments; maracas, rain stick, triangles, claves etc. Pictures and books to stimulate discussion and ideas</i></p> <p><i>Q. tell me about the instrument you are using? What sound does it make? Can you create your own music? How can you change the sound?</i></p>	<p>Sensory Den Beanbags, colour changing fan, teddy bears, lap-pal, sensory mats, story books, lights</p> <p><i>Q. How do you feel? What do you notice? Tell me about..</i></p>
<p>Outdoor Continuous Provision</p> <p><i>Each of the sections below includes: The area of learning (focus and links); The outdoor area; Continuous provision; Questions for a supporting adult to use; Enhanced provision to be added during team planning meeting</i></p>			
<p>Lit – Reading (PSED, UW) Storyteller’s chair Book box on storyteller’s chair containing a range of fiction and non-fiction books – use to be monitored and changed as appropriate.</p> <p><i>Q: What is your favourite story? Why? Who is your favourite character? Who would you like to be?</i></p>	<p>UW – The Natural World (PSED, COMM, MAT) Mud Kitchen Cauldrons, selection of kitchen equipment, natural materials, mud recipe cards and pens.</p> <p><i>Q: What tool is best for this job? How many more will we need for this recipe? How will you remember this recipe?</i></p>	<p>PD – Using Equipment and Materials (UW, PSED, MAT) Digging Area Large and small spades, rakes and pots. Whiteboard and pen to make a tally chart.</p> <p><i>Q: How many worms can you find? I wonder why the worms like the earth. Can you imagine what it would be like to be a worm?</i></p>	<p>UW – The Natural World (COMM, PD, EAD) Garden Discovery Boxes containing green clipboards and paper, drawing materials and writing pencils, magnifying glasses, old cameras, maps, spotter sheets and non-fiction books about nature. Add appropriate weather box.</p> <p><i>Q: What can you find today? What has changed? What happens to plants in this weather?</i></p>
<p>EAD – Being Imaginative (COMM, UW, PSED) Wooden House Enchanted Village (House and basket containing elves and wooden props etc)</p> <p><i>Q: What are the Elves going to do today? What will they need?</i></p>	<p>UW – The Natural World (PSED, PD) Shed Litter picker and bin.</p> <p><i>Q: Why should we take care of our world? What can we re-use or recycle?</i></p>	<p>EAD – Being Imaginative (COMM, UW, PSED) Black Mat Role-play/den-building basket – tarpaulins, drapes, tubes, bread baskets, pegs, steering wheel, clipboard, pencils, paper</p> <p><i>Where is your imagination taking you? What will you need? How can you create it?</i></p>	<p>UW – The Natural World (PSED, COMM, PD) Slope Things that roll box - cars, balls, wheels, tubes, cylinders. Extend with target mats and equipment to record and, sometimes, tubes and bread baskets.</p> <p><i>Q: Which is the fastest and why? Compare your car with others.</i></p>
<p>Lit – Writing (PD) Writing wall Large whiteboard, pens and eraser; Large paintbrushes, buckets, water bottles and bucket for water; Large chalkboard, chalks and cloth. Add alphabet chart, pictures, letters and words linked with phonics or topic work to extend.</p> <p><i>Q: Write some labels to add detail to your drawing. Does your letter look like the one on the chart? Use your phonics’ knowledge to write your words.</i></p>	<p>Come & See / UW – People, Culture and Communities (PSED, COMM) Reflection Area Wooden cross, windchimes, colour paddles, drape, Bible and prayer book.</p> <p><i>Q: What would you like to prayer for today? Will our prayer be to say thank you, sorry or to ask for help?</i></p>	<p>EAD – Creating with Materials (MAT, PSED, PD, COMM) Canopy Junk Music Centre – large pieces of junk to encourage sound making, pattern noticing, beat, changing tempo and rhythm.</p> <p><i>Q: Play the same beat as me? Create your own music? How can you change that sound?</i></p>	<p>EAD – Creating with Materials (PD, COMM, PSED) Stage Dance and music box containing ribbons on hoops, pom poms, coloured scarves and musical instruments. CD player and two choices of music or story to be changed each week.</p> <p><i>Q: Make up a dance to the music? How does this music make you feel?</i></p>
<p>UW – The Natural World (PSED, COMM, MAT, PD, EAD) Sand pit Sand pit and trolley containing a range of buckets, spades, moulds, trucks, sieves, pots etc.</p> <p><i>Q: What are you planning to make? How can you make it better?</i></p>	<p>PD – Fine Motor (MAT, EAD) Mesh Box of ribbons. Add other interesting objects to extend and encourage patterning. Add pictures to encourage weaving ribbons into a shape.</p> <p><i>Q: Which direction do you need to go next? Does the ribbon need to curved or be straight?</i></p>	<p>UW – The Natural World (PSED, COMM, MAT, PD) Water zone Water wall, trough and trolley containing a range of jugs, pots, funnels, tubes, boats, natural materials to float or sink etc. Extend with tubes, bread baskets and builder’s tray.</p> <p><i>Q: Can you help the boat reach the tray? Can you explain what is happening to the water?</i></p>	<p>PD – Gross Motor (PSED, MAT) Trim Trail Add positional language cards.</p> <p><i>Q: Can you go further than yesterday? Can you think of another way to travel over the bridge? Help a friend to complete the trim trail.</i></p>
<p>EAD – Being Imaginative (PSED, COMM, PD, MAT, EAD) Builders’ Shed Selection of My Model sheets, plain, lined and squared paper; magazines related to building; detailed plans; photographs of builders; writing equipment; helmets and high-visibility jackets; bricks, blocks and tools. <i>Q; Explain what happens here. Imagine you are a builder – What will you create? Write a plan or a report.</i></p>	<p>PD – Gross Motor (PSED, MAT, COMM, Lit) Bikes 4 or 5 bikes, trikes or cars for chn to ride around tyre or trim trail. Box of chalks for chn to make roads or parking spaces. Large whiteboard and pens to sign up for a go.</p> <p><i>Q: Where are you travelling to? Which route will you take? Draw a road to follow. Have a race with a friend.</i></p>	<p>Maths – Number (COMM) Number wall Door number line to 40, 100 square (sometimes with challenge added),</p> <p><i>Q: Can you tell me 1 more? What is the number on your front door? Can you find it? What do you notice?</i></p>	<p>PD – Gross Motor (PSED, COMM, MAT) Trolley / Scoreboard / Cones /Basketball Nets Bats, balls, scoops, beanbags, quoits, stilts, giant feet, skipping ropes. Add Recording Box with clipboard, pencils and recording sheets to extend.</p> <p><i>Q: How can you improve your technique? Work with a friend to practise your throwing. Use the whiteboard to record the score.</i></p>
<p>EAD – Creating with Materials (Comm, PSED, PD) Transparent Easel Choice of brushes, paint blocks.</p> <p><i>Q: Tell me about your painting. Can you add more detail? I wonder what colour you will make when you mix those two colours.</i></p>	<p>EAD – Being Imaginative (COMM, UW, LIT, PSED, MATHS) Large Tyre and Builder’s tray Add small world animals and a selection of matching information or story books. Add a base mat, rocks, pine cones or other natural resources. Change the animals every week. <i>Q: Can you find any animals the same? What is different about other animals? How do they behave? Imagine if you were a.....</i></p>	<p>EAD – (COMM, MATHS, PSED) Role Play Shed / Cottage Home corner resources to reflect children’s own homes. Photographs to stimulate conversation and labels / boxes to enable tidying.</p> <p><i>Q: I’m feeling hungry – what shall we cook today? I think I need to change the baby what will we need? Can I help you? What would you like to buy? How many do you need?</i></p>	

		Autumn				Spring				Summer			
Year	RE	Myself	Welcome	Judaism	Birthdays	Celebrating	Gathering	Growing	Good News	Other Faith	Friends	Our World	
Year FS1	RE	<p>To be able to begin to express themselves effectively when talking about religious stories - the words from Isaiah - <i>God knows and loves each one. God knows each person's name</i></p> <p>Early N2: Beginning to demonstrate understanding when talking with others about what they have read or listened to.</p> <p>Later N2: Able to demonstrate understanding when talking with others about what they have read or listened to.</p>	<p>To be able to talk about, and begin to recognise some religious signs and symbols and/or words and phrases. A <i>Welcome to God's Family.</i></p> <p>Early N2: Begin to talk about some religious signs and symbols and/or words and phrases</p> <p>Later N2: Talk about, and begin to recognise some religious signs and symbols and/or words and phrases</p>	<p>To develop positive attitudes about the differences between people.</p>	<p>To be able to represent their own ideas, feelings and thought of religious matters through design and technology, art, music, dance role play and stories. <i>Advent, looking forward to Christmas, the birthday of Jesus.</i></p> <p>Early N2: Beginning to represent <u>some</u> of their own ideas, feelings and thought of religious matters, through design and technology, art, music, dance role play and stories.</p> <p>Later N2: Able to represent <u>many</u> of their own ideas, feelings and thought of religious matters, through design and technology, art, music, dance role play and stories.</p>	<p>To be able to listen to religious stories with increasing attention and recall. <i>The Story of the Presentation.</i></p> <p>N1: Beginning to express themselves effectively when talking about religious stories, ideas and events, showing awareness of the listener's needs.</p> <p>N2: Able to express themselves effectively when talking about <u>some</u> religious stories, ideas and events, showing awareness of the listener's needs.</p>	<p>To be able to listen to religious stories with increasing attention and recall. <i>The joy of gathering together to celebrate at Mass.</i></p> <p>N1: Begin to talk about some ways in which Christians gather together for Mass.</p> <p>N2: Talk about and begin to recognise some ways in which Christians gather together for Mass.</p>	<p>To be able to talk about, and begin to recognise that people because of their religion act in a particular way. <i>Lent: a time to grow in love to be more like Jesus and to look forward to Easter'.</i></p> <p>N1: Begin to talk about some ways in which people celebrate Lent.</p> <p>N2: Talk about and begin to recognise some ways in which people celebrate Lent.</p>	<p>To be able to talk about, and begin to recognise that people because of their religion act in a particular way. <i>Pentecost; the celebration of the Good News of Jesus.</i></p> <p>N1: Begin to talk about some ways in which people celebrate Pentecost.</p> <p>N2: Talk about and begin to recognise some ways in which people celebrate Pentecost.</p>	<p>To develop positive attitudes about the differences between people.</p>	<p>To be able to demonstrate understanding when talking with others about what they have read or listened to. <i>Love One Another</i></p> <p>N1: Begin to demonstrate understanding when talking with others about what they have read or listened to.</p> <p>N2: Able to demonstrate understanding when talking with others about what they have read or listened to.</p>	<p>To be able to talk about and begin to recognise some religious stories. <i>God gave us this wonderful world.</i></p> <p>N1: Begin to talk about the Creation story.</p> <p>N2: Talk about and begin to recognise parts of the Creation story.</p>	
Year FS2	RE	<p>Able to demonstrate a deeper understanding when talking with others about what they have read or listened to.</p>	<p>Demonstrate a deeper understanding when talking with others about what they have read or listened to.</p>	<p>Recognise that people have different beliefs and celebrate special times in different ways.</p>	<p>Able to represent <u>most</u> of their own ideas, feelings and thought of religious matters, through design and technology, art, music, dance role play and stories.</p>	<p>Able to express themselves effectively when talking <u>many</u> religious stories, ideas and events, showing awareness of the listener's needs.</p>	<p>Demonstrate a deeper understanding when talking with others about what they have read or listened to.</p>	<p>Demonstrate a deeper understanding when talking with others about what they have read or listened to.</p>	<p>Demonstrate a deeper understanding when talking with others about what they have read or listened to.</p>	<p>Recognise that people have different beliefs and celebrate special times in different ways.</p>	<p>Able to demonstrate a deeper understanding when talking with others about what they have read or listened to.</p>	<p>Demonstrate a deeper understanding when talking with others about the Creation story.</p>	
Cycle A	Books and Poems	<p>I am Special, I am Unique, I am me Nottingham Castle Stanley Teddy Bear Hospital</p>				<p>Curious Communicators Manor Farm Stanley</p>				<p>Together We Are Better Space Day/ Wonder Dome Stanley</p>			
		<p>Core Text: FS1 - The Gruffalo / The Very Hungry Caterpillar FS2 – Rainbow Fish T4W: The Yam Story</p>		<p>Core Text: FS1/FS2 - We're Going On A Bear Hunt T4W: We're Going on a Journey to Bethlehem / Other version of Nativity Story</p>		<p>Core Text: Who Sank The Boat? T4W: Who Sank the Boat?/ The Owl and the Pussycat</p>		<p>Core Text: Lost and Found/ Easter Story T4W: Lost and Found</p>		<p>Core Text: Percy The Park-keeper/ The Enormous Turnip/ The Animal Fair T4W: The Enormous Turnip</p>		<p>Core Text: How to Catch a Star/ Whatever Next T4W: Whatever Next</p>	
		<p>Poetry Basket: FS1 - Chop, Chop; Pointy Hat; Falling Apples; Who has seen the wind; Wise Old Owl; Fireworks go Swish, Swish, Bang (4-lines), Leaves are Falling FS2 - Chop, Chop; Pointy Hat; Falling Apples; Who has seen the wind; Wise Old Owl; Fireworks go Swish, Swish, Bang, Leaves are Falling (4>6 lines)</p>				<p>Poetry: The Owl and the Pussycat Poetry Basket FS1 – Pancakes, Hungry Birdies, I can Build a snowman, A Little Seed, Furry -Furry Squirrel, Stepping stones . (4.8-lines) FS2 - Pancakes, Hungry Birdies, I can Build a snowman, A Little House, A Little Seed, Furry-Furry Squirrel, Stepping stones, Spring Wind. (4.8-lines)</p>				<p>Poetry Basket: FS1 – Dance, Pitter Patter, The Fox, Sliced Bread, Under a Stone, Thunderstorm. (4.8-lines) FS2 - Dance, Pitter Patter, The Fox, Monkey Babies, Sliced Bread, Under a Stone, Thunderstorm Popcorn. (4.8-lines)</p>			

Cycle B	Books and Poems	Non Fiction: A Day with Musa / Diwali, Hanukkah, Christmas		Non Fiction: Water, Growing, Celebrations		Non Fiction: Environments, Space, Animals	
		Adventures Together Greens Windmill Stanley Father Wilfred in		Be Brave, Be Strong , Be You Rushcliffe Park Stanley Police in/Emergency Services		Why are Pirates called Pirates?/The Wondrous Dinosaurium Manor Farm/ Topic Day Stanley	
		Core Text: FS1 - The Gruffalo / The Very Hungry Caterpillar FS2 – Rainbow Fish T4W: The Little Red Hen	Core Text: FS1/FS2 – The Train Ride T4W: The Donkey Ride / Other version of Nativity Story	Core Text: Cinderella/ The Three Little Pigs T4W: The Three Little Pigs	Core Text: The Three Billy Goats Gruff/Easter Story T4W: The Three Billy Goats Gruff	Core Text: Pirate Pete The Night Pirates T4W: The Night Pirates	Core Text: Bumpus Jumpus Dinosaurumpus, Tyrannosaurus Drip T4W: Tyrannosaurus Drip
		Poetry Basket: FS1 - Chop, Chop; Fireworks go Swish, Swish, Bang. (4-lines), Things I can Do, Down is the Earth, All About Me, Caterpillar FS2 - Chop, Chop; Fireworks go Swish, Swish, Bang. (4-lines), Things I can Do, Down is the Earth, All About Me, Many Things, Bath Time Non Fiction: Bodies / Diwali, Hanukkah, Christmas		Poetry: The Owl and the Pussycat Poetry Basket FS1 – Pancakes, Raindrops, Icicles, Owl, Tadpole, Rabbit FS2 - Pancakes, Raindrops, Icicles, Owl, Tadpole, Rabbit, Wild Beast, Buster the Fly Non Fiction: Celebrations; Bridges, Easter		Poetry Basket: FS1 – Dance, Bees, I want to be a Dinosaur, Triceratops, I’m a T-Rex, FS2 – Bees, I want to be a Dinosaur, Triceratops, I’m a T-Rex, Under My Bed, Diplodocus Non Fiction: Boats, Maps/Atlas; Dinosaurs, Maps	

CYCLE A	Autumn		Spring		Summer	
Mathematics	Counting, Comparison, Composition and Change / Numerals, Numerical Patterns / Shape and Measure (Continuous Provision) taught within:					
	Story: None the Number / I Spy / The Very Hungry Caterpillar Rhyme: 1, 2, 3, 4, 5 Once I caught a fish alive, 5 little monkeys, 5 Little Pumpkins Video: Numberblocks 1-3	Story: Maisy goes Camping / Baby goes to Market, Pattern Bugs Rhyme: 5 Little Fireworks, 5 Birthday Presents, 1 Little Elephant balancing Video: Five Friends, Numberblocks 4-6	Story: How many legs? Handa’s Surprise, Pattern Fish Rhyme: 5 Green and Speckled Frogs, 5 Little Ducks, 5 Little Apples Video: 3-Act Videos / Numberblocks 6+	Story: Catch that Goat, 10 Black Dots, The Big Red Bus Rhyme: Peter Hammers with 1 Hammer, 5 Little Peas Video: 10 Fishes in the Sea / Numberblocks - change	Story: 10 Little Dinosaurs, 10 in the Bed, Superworm Rhyme: 10 in the Bed, 10 fat sausages, 1 Little, 2 Little, 3 Little Aeroplanes Video: Numberblocks - doubling	Story: Zoom, 10 Little Aliens Rhyme: Noah’s Ark – Animals came in two by two, I Little Man in a Flying Saucer, 1, 2 Buckle My Shoe Video: Numberblocks - halving
Relationship and Health Education (Personal, Social and Emotional Development)	I am Me – being unique Good Feelings, Bad Feelings – understanding and managing feelings Let’s Get Real – saying sorry	Who’s Who – Importance of family You’ve got a friend in me – positive and negative relationships	Safe Inside and Out – Asking for help My Body, My Rules – Trust / Pants are Private	Feeling Poorly – Looking after our bodies People Who Help Us Growing Up – changing bodies Loving God, Loving Others	Head, Shoulders, Knees and Toes – naming body parts Ready Teddy? – Looking after our Bodies / Oral Health God is Love I like, You Like, We All Like	Role Model – part of God’s Family Forever Friends - Being Unkind and saying sorry Me, You, Us - Belonging
Understanding the World - Science	All About Me- senses, bodies, healthy food etc	Light (electricity), colour, reflection	Water – floating and sinking, changing state, materials	Growing - plants	Animals - caring for animals, understanding their needs, comparing animals	Forces including magnets
Understanding the World - Geography/History	History – Begin to make sense of their own life story and family history.	History – Comment and explore images and objects from the past, using storytelling.	Comparing places – ice/cold places to our environment	Comparing places – ice/cold places to our environment Comparing historical features linked to the Easter Story (food and clothing)	Habitats, maps – local / Woodland	Habitats, maps / Atlas / Space
Expressive Arts and Design - Art	Drawing – Leonardo Da Vinci DT - scissors	Drawing – Leonardo Da Vinci DT – hole punch and staplers	Pattern – Bridget Riley DT – Box modelling and joining	Pattern – Bridget Riley DT – Tap Tap Hammers and threading	Texture – Claude Monet DT - Woodwork	Texture – Claude Monet DT - Woodwork
Physical Development - PE	Introduction to PE – movement, turn-taking, understanding rules, developing co-ordination (Drum Fit)	Gymnastics (apparatus) – exploring shapes with the body, exploring different movements and combining them, jumping and rolling.	Ball Skills / (Drum Fit)/ Dance Catching and stopping balls, bouncing, ball games with rules.	Ball Skills / (Drum Fit)/ Dance Catching and stopping balls, bouncing, ball games with rules.	Fundamentals (Sports Day) Negotiating space, movement skills, balancing and co-ordination in games, playing co-operatively.	Team Games Exploring movement and negotiating space, taking turns, following rules.

			Dance – remembering sequences, combining movements and performing.	Dance – remembering sequences, combining movements and performing.		
Expressive Arts and Design - Music	Exploring Instruments – listen, play, sing	Exploring Instruments – listen, play, sing	Musical patterns and notations – listen, sing, play	Musical patterns and notations – listen, sing, play	World – listen, sing, play – timbre and performance	World – listen, sing, play – timbre and performance
Technology	Within provision, focus on Interactive Whiteboards	Within provision, focus on Interactive Whiteboards	Within provision, including I-pads	Within provision, including I-pads	Within provision, including bee-bots	Within provision, including bee-bots
Recognises that a range of technology is used in a range of places such as homes and schools – continuous provision all year						
CYCLE B	Autumn		Spring		Summer	
Mathematics	Counting, Comparison, Composition and Change / Numerals, Numerical Patterns / Shape and Measure (Continuous Provision) taught within:					
	Story: None the Number / I Spy / The Very Hungry Caterpillar Rhyme: 1, 2, 3, 4, 5 Once I caught a fish alive, 5 little monkeys, 5 Little Pumpkins Video: Numberblocks 1-3	Story: Maisy goes Camping / Baby goes to Market/ Pattern Bugs Rhyme: 5 Little Fireworks, 5 Birthday Presents, 1 Little Elephant balancing Video: Five Friends, Numberblocks 4-6	Story: How many legs? Handa’s Surprise, Pattern Fish Rhyme: 5 Green and Speckled Frogs, 5 Little Ducks, 5 Little Apples Video: 3-Act Videos / Numberblocks 6+	Story: Catch that Goat, 10 Black Dots, The Big Red Bus Rhyme: Peter Hammers with 1 Hammer, 5 Little Peas Video: 10 Fishes in the Sea / Numberblocks - change	Story: 10 Little Dinosaurs, 10 in the Bed, Superworm Rhyme: 10 in the Bed, 10 fat sausages, 1 Little, 2 Little, 3 Little Aeroplanes Video: Numberblocks - doubling	Story: Zoom, 10 Little Aliens Rhyme: Noah’s Ark – Animals came in two by two, I Little Man in a Flying Saucer, 1, 2 Buckle My Shoe Video: Numberblocks - halving
Relationship and Health Education (Personal, Social and Emotional Development)	I am Me – being unique Good Feelings, Bad Feelings – understanding and managing feelings Let’s Get Real – saying sorry	Who’s Who – Importance of family You’ve got a friend in me – positive and negative relationships	Safe Inside and Out – Asking for help My Body, My Rules – Trust / Pants are Private	Feeling Poorly – Looking after our bodies People Who Help Us Growing Up – changing bodies Loving God, Loving Others	Head, Shoulders, Knees and Toes – naming body parts Ready Teddy? – Looking after our Bodies / Oral Health God is Love I like, You Like, We All Like	Role Model – part of God’s Family Forever Friends - Being Unkind and saying sorry Me, You, Us - Belonging
Understanding the World - Science	All About Me- senses, bodies, healthy food etc	Light (electricity), colour, reflection	Water – floating and sinking, changing state, materials	Growing - plants	Animals - caring for animals, understanding their needs, comparing animals	Forces including magnets
Understanding the World - Geography/History	History – Begin to make sense of their own life story and family history.	History – Comment and explore images and objects from the past, using storytelling.	Comparing places – hot places to our environment	Comparing places – hot places to our environment	Habitats, maps - pirates	Habitats, maps - dinosaurs
Expressive Arts and Design - Art	Colour – Jackson Pollock DT - Scissors	Colour – Jackson Pollock DT – hole punch and staplers	Printing – Dan Mathar DT – Box modelling and joining	Printing – Dan Mathar DT – Tap Tap Hammers And threading	Form – Andy Goldsworthy DT - Woodwork	Form – Andy Goldsworthy DT - Woodwork
Physical Development - PE	Introduction to PE – movement, turn-taking, understanding rules, developing co-ordination (Drum Fit)	Gymnastics (apparatus) – exploring shapes with the body, exploring different movements and combining them, jumping and rolling.	Ball Skills / (Drum Fit)/ Dance Catching and stopping balls, bouncing, ball games with rules. Dance – remembering sequences, combining movements and performing.	Ball Skills / (Drum Fit)/ Dance Catching and stopping balls, bouncing, ball games with rules. Dance – remembering sequences, combining movements and performing.	Fundamentals (Sports Day) Negotiating space, movement skills, balancing and co-ordination in games, playing co-operatively.	Team Games Exploring movement and negotiating space, taking turns, following rules.
Expressive Arts and Design - Music	Exploring Instruments – listen, play, sing	Exploring Instruments – listen, play, sing	Growing/changing sounds – listen, sing, play	Growing/changing sounds – listen, sing, play	World – listen, sing, play – rhythm and beat	World – listen, sing, play – rhythm and beat
Technology	Within provision, focus on Interactive Whiteboards	Within provision, focus on Interactive Whiteboards	Within provision, including I-pads	Within provision, including I-pads	Within provision, including bee-bots	Within provision, including bee-bots
Recognises that a range of technology is used in a range of places in homes and schools -continuous provision all year						