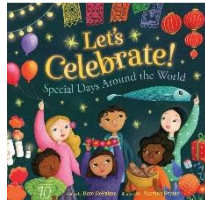

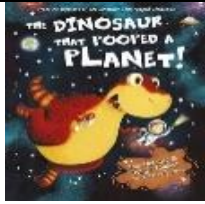




CURRICULUM OVERVIEW 2024-25

Year: F1

Staff: Miss Martyn, Mrs Hollis, Miss Hunter

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic – Cycle B		Ourselves, our environment and people who help us	Festivals	Nursery Rhymes and traditional tales	Dinosaurs	Our natural world	Magical adventures
Enrichment Experience		Firefighter and nurse visit – children prepare and ask questions about their jobs.	Food tasting from different cultures – barfi Visit a temple	Staff to come dressed as nursery rhyme characters.	3G lesson – Dinosaur egg that hatches.	Walk around local area. Children discuss what they recognise and what is unfamiliar.	Round's Rescue – Children rescue Mrs Round who has been trapped at another school.
Core Text							
Hook		House move – Set up home corner for children to move in to. Create a for sale sign.	Have a bonfire – pretend bonfire at circle time to sing camp songs and eat marshmallows.	Music playing in the background as children come into school for children to identify and join in with.	Dinosaur egg – children find a dinosaur egg and care for it as it slowly hatches throughout the week, guessing what will be inside.	Scrapbook of staff holidays/ different countries set up on UW table.	Miss Hunter to come to school dressed as a fairy at the start of the half term.
Direct Teaching	Phonics	Phase 1 – Environmental sounds Children will identify and discriminate between environmental sounds.	Phase 1 – Instrumental sounds Children will identify and discriminate between instrumental sounds.	Phase 1 – Body percussion Children will identify and discriminate between body percussion sounds.	Phase 1 – Rhythm and rhyme Children will join in with a rhythm and identify and continue rhyming strings.	Phase 1 – Voice sounds Children will make different voice sounds and identify alliteration.	Phase 1 – Oral blending and segmenting Children will orally blend and segment CVC words.

Mathematics	<p>Counting Children will learn how to count to 5 using 1:1 correspondence.</p> <p>Subitise Children will become familiar with subitising amounts to 3.</p>	<p>Comparison Children will make comparisons of amounts of the same objects</p> <p>Sorting Children will sort objects by characteristic.</p>	<p>Measure Children will explore measuring, including identifying heaviest and lightest, and measuring height using standard objects to create a height chart.</p>	<p>Pattern Children to learn pattern - copying, continuing and fixing a simple AB pattern.</p> <p>Composition Children will learn the composition of a number.</p>	<p>Shape Children will identify different 2D shapes and identify different properties of each, then find them in the environment. Children will explore and name some 3D shapes.</p>	<p>Calculation Children will share out an amount equally between up to 4 people.</p>
Big Book / Topic	<p>'The Smed's and Smoo's'. Children will look at different families and talk about their own families, how to be kind to each other, and learning that all people are different.</p>	<p>Information books for each of the festivals. Children use information books for Hanukkah, Eid, Christmas, Diwali to learn about the different festivals and how they are celebrated.</p>	<p>Listening to and joining in with various familiar and new nursery rhymes and poems, including; 3 Little Pigs, Jack and the beanstalk, Mrs Bluebird 3 Billy Goats Gruff.</p>	<p>'The dinosaur that pooped a planet' 'Tyrannosaurus Drip' Children learn about newspapers and other ways information and text about dinosaurs is presented, then create their own news report about the dinosaur egg.</p>	<p>Information books and leaflets about Nottingham and Bulwell. Children create their own fact file about something they are familiar with in Bulwell or Nottingham to be collated to make an F1 information book.</p>	<p>'Zog' 'The night pirates' 'The singing mermaid' 'Thelma the unicorn' Children create their own story/fairy tale, using the key phrases learnt from listening to other fairy tales, including 'Once upon a time...'</p>
Handwriting	<p>PenPals Unit 1: Whole-body responses to the language of movement Unit 2: Large movements with equipment Unit 3: Large movements with malleable materials</p>	<p>PenPals Unit 4: Body responses to music Unit 5: Hand and finger play Unit 6: Making and modelling</p>	<p>PenPals Unit 7: Messy play Unit 8: Links to art Unit 9: Using one-handed tools and equipment</p>	<p>PenPals Unit 10: Hand responses to music Unit 11: Pattern-making Unit 12: Investigating dots</p>	<p>PenPals Unit 13: Investigating straight lines and crosses Unit 14: Investigating circles Unit 15: Investigating curves, loops and waves</p>	<p>Penpals handwriting workbook 1: consolidation of pattern making</p>

	Music	Interactive music lessons, engaging children in social skills and following a rhythm.	Listening to songs from different cultures through the Festivals lessons in Big Book time. Learning new songs for the Christmas production.	Listening to and joining in with various nursery rhymes. Children learn new nursery rhymes, using props and actions.	Creating their own musical instruments – children make windchimes, shakers and box guitars with elastic bands in the making area.	Making music with natural objects - tapping sticks etc on different surfaces to make and identify different sounds, making shakers using resources found outside.	Children learn about and play different musical instruments. Mr Hull to come and do a music lesson with all F1's.
	PE	Real PE – Unit 1 Personal Children will become familiar with how they move and use their skills/balance.	Real PE – Unit 2 Social Children will start to share resources and a space with other children.	Real PE – Unit 3 Cognitive Children develop more coordination and balance.	Real PE – Unit 4 Creative Children will recognise similarities and differences in movements.	Real PE – Unit 5 Physical Children will develop control in their movements, changing direction safely and confidently.	Real PE – Unit 6 Health and Fitness Children will know what happens during a warm-up and why we should be doing exercise regularly.
	Safeguarding links	DSL Video E-safety	DSL Video E-safety	DSL Video E-safety	DSL Video E-safety	DSL Video E-safety	DSL Video E-safety
Child-Initiated Learning	Communication & Language	Setting up home corner – moving into a new house. Children discuss what they have in their house, identifying similarities and differences between their home and the home corner and follow instructions to 'build' furniture.	Bonfire night/ changing to winter – (adding suitable clothing to home corner) Children talk about the changes in the seasons, starting to answer how and why questions.	Add cleaning products for a 'Spring clean' and baking resources to the home corner. Children talk about baking with their families and what they like to eat, listening to and discussing with their peers.	Add sports kit and toothbrush and soap to home corner for children to talk about exercise and hygiene, expressing their thoughts and opinions themselves with confidence.	Summer holidays – what do you need to pack? Children discuss and respond to each other meaningfully, discussing their own experiences and answering 'how' and 'why' questions about them.	Selling the house in the home corner (deconstructed role-play). Children collaborate and work together, taking it in turns to share their ideas, to wrap all the belongings, and create a 'for sale' sign, to sell the house.
	Physical Development	Developing gross motor coordination and strength by lifting	Learning new dances used to celebrate different cultures festivals,	Developing gross motor skills and coordination to use the crates to	Developing coordination and whole body gross motor skills by	Developing gross motor skills, including climbing, jumping and	Cosmic kids yoga to develop core strength and

	<p>and carefully placing boxes to load and unload the wagon to move into the house in the home corner.</p> <p>Developing fine motor strength by manipulating dough during dough disco.</p>	<p>developing whole body and cross-body coordination.</p> <p>Developing fine motor dexterity by painting intricate decorations for Christmas decorations.</p>	<p>make houses for the little pigs, lifting and placing them carefully.</p> <p>Various cutting skill activities to develop fine motor dexterity for using scissors, including snipping dough and cutting pictures to make their own jigsaws.</p>	<p>jumping on dinosaur footprints, changing direction on each jump</p> <p>Developing pinching skills by pegging pegs onto dinosaur pictures as spikes.</p>	<p>running, to complete an obstacle course.</p> <p>Following patterns in sand/cornflour to develop fine motor coordination.</p>	<p>whole body coordination.</p> <p>Developing fine motor skills, including 'pinchy fingers' to make bracelets/amulets.</p>
Personal, Social & Emotional Development	<p>Learning about family trees, discussing who is in your immediate and extended family – ask for photos etc from parents.</p>	<p>Learning about diversity and identifying similarities and differences between each other in our classes and between themselves and people from other cultures.</p>	<p>Children discuss their favourite nursery rhyme and story – children are confident expressing their likes and dislikes and can start to explain why.</p>	<p>How to be a good friend – discussing what it means to be a good friend and knowing and accepting that everyone is different and that is what makes us all special.</p>	<p>Looking after pets/animals – children discuss their pets and work together to teach others why we need to look after our pets and other animals and how we do this.</p>	<p>How are you a superhero at home? – Children talk about what do to help at home and how helping others makes them feel and how it makes the other person feel.</p>
Literacy	<p>Children start to mark make and assign meaning to the marks they make, writing new home cards for the home corner.</p>	<p>Children listen to and sing songs and retell stories around a campfire in the reading area.</p> <p>Children start to write some letters in their names in their Christmas cards.</p>	<p>Children identify and recall different nursery rhymes on phonics table, using the props.</p> <p>Children read the recipe sheets for porridge, using the pictures.</p>	<p>Children create a dinosaur fact file, drawing their picture and copying letters/words from the information books about their chosen dinosaur.</p>	<p>Children create a checklist for packing a suitcase for their summer holiday (home corner role-play). Children identify the sounds in the words and write them down to write the word.</p>	<p>Children receive a note from the fairies and write their own letters back – children use their phonetic knowledge to sound out words and write the corresponding letters. Children write their name independently on their letters.</p>

Mathematics	Counting using 1:1 correspondence and subitising – children count how many people are in their families and count out that many people, then try to match it to the corresponding numeral.	Sorting – children sort a selection of different natural objects by characteristic and start to identify mistakes made and correct them.	Measures – Size – Children compare the sizes of Goldilocks and the three bears, ordering them from biggest to smallest. Length – Children identifying the longest and shortest of Jack’s bean stalks.	Pattern – children copy, continue and fix mistakes in simple AB patterns, using dinosaur footprints to create the patterns.	Shape – Children identify the difference between straight and curved edges. Children go on a shape hunt to identify different shapes in the environment.	Calculation – Children role-play as pirates and go on a treasure hunt. Children then share out their treasure equally between themselves and their partner, making sure they both have the same amount.
Understanding the world	Children think about the various different people who help us and how they help us. For our nurse and firefighter visits, we will think about and create a list of questions to ask about how they help people.	Using the Mosque, temple and church models to learn about other cultures festivals (including Diwali, Hanukah, Eid and Christmas) and their places of worship and talk about the similarities and differences between their culture and other people’s cultures.	Children learn to make porridge, through the story Goldilocks and the three bears and discuss the foods they cook and eat at home. Children learn about the lifecycle of a plant and what plants need to grow, planting their own bean, after reading jack and the Beanstalk.	Children learn about the Easter story and its significance in Christianity. Children learn about the lifecycle of a chicken, using the story Red Hen.	Earth Day – how to save the planet. Children learn why it is important to recycle and other ways we can help the planet. Visit to the polytunnel to see how our beanstalks are growing and to understand how own food is grown.	Children discuss past and present, reflecting on the school year and things we have done.
Expressive arts & design	Role-play – Emergency Services Drawing skills - Making a map from their house to school, thinking about the different things they see.	Role-play – Places of worship Manipulating dough – making decorations to celebrate each other festivals learnt about, including diva lamps.	Role-play – Dolls House Box modelling – children make their own dolls house using the junk modelling or a toilet roll bear.	Role-play – Dinosaur Collage skills – Creating a collage dinosaur, choose materials based on colour and texture. Make a papier-mâché dinosaur egg.	Role-play – Hot/Cold Country Painting skills - Observational painting of plants, experimenting with independently colour mixing.	Role-play - Woodland Village Making/decorating – Children make a fairy door, choosing appropriate resources for their project.