



EYFS

Key Features Curriculum

Rooted in love, our inclusive school community is safe, warm and welcoming, with wellbeing at the heart of all we do. Everyone is enabled to *be curious, love learning and grow together with respect* at our two unique sites.

School Values	Honesty	Respect	Compassion	Courage		
British Values	Mutual Respect	Tolerance	Liberty	Democracy	Rule of Law	
Whole School Wellbeing	<ul style="list-style-type: none"> Daily check in with zones of regulation Individual, group and whole class restorative circles Zones boxes to help regulate 					
Whole School Enrichment	Autumn		Spring		Summer	
	<ul style="list-style-type: none"> Harvest festival October – Black History Month Christmas Divali Roald Dahl Day Trip to local area and Church 		<ul style="list-style-type: none"> Easter Chinese New Year Shrove Tuesday Mother's Day Trip 		<ul style="list-style-type: none"> Father's Day School Production Sports Day Summer term trip 	
Termly Big Question	How do I shine and flourish?	How do we celebrate?	Who has lived in the palace?	All aboard-where shall we go?	How does your garden grow?	Why do animals live in different places?
Focus of term	All about me Families My body	Roles in society Fireworks Diwali Christmas	Traditional Tales Palaces in UK and India (Blenheim and	Comparing different countries	Planting and growing	Animals- class interest and Sea creatures to link to English
Literacy Key Texts	<i>On Sudden Hill</i> <i>A Great Big Cuddle</i>	<i>The Scarecrows Wedding</i> <i>What do you celebrate? Holidays</i>	<i>Jack and the Jelly Bean Stalk</i> <i>Rapunzel</i>	<i>All Aboard the London Bus</i> OR <i>Snail and the Whale</i>	<i>Katie and the Sunflowers</i> OR <i>Jack and the Jelly Bean Stalk</i>	<i>If sharks Disappeared</i> <i>The Leopard's Drum: An Asante</i>



	<i>My world, your world by Melanie Walsh</i>	<i>and festivals around the world (UTW focus)</i> The Jolly Christmas Postman	<i>Rapunzel Once Upon a World by Chloe Perkins</i>	<i>The Great Race (Chinese New Year)</i>	<i>The Gigantic Turnip</i> <i>Aleksei Tolstoy & Niamh Sharkey</i>	<i>Tale from West Africa by Jessica Souhami</i>
Termly independent writing piece	First weekend recount (photo copy and stick in to independent book)	Description of..... labels (fictional animal)	Letter/list (fiction/non fiction)	Narrative (Fiction)	Instructions (non fiction)	Report Last weekend recount (photo copy and stick in to independent book)
Literacy focus	Mark making Name writing Weekend news – initial sounds, name, using ‘I went to’ sentence stem	Labels/Lists Rhyming Weekend news – using ‘I went to’ sentence stem, CVC sounds, phase 2 tricky words	Sentence writing from pictures Letters to the vicar or lists of features/adaptations from places Weekend news – more complete sentences using phonics taught and tricky words.	Descriptions Story writing (narrative) Weekend news - Full sentences using phonics taught and tricky words. Becoming more independent at segmenting for spelling.	Instructions Captions (full sentences) Weekend news - Multiple sentences. Supported to se	Traditional tales Recount Weekend news - Independence in writing full sentences
CL (weekly routines)	Weekend Circle Show and Tell Helicopter Stories (at least once a week)					



PSED (using SCARF scheme)	Me and My Relationships	Valuing Difference	Keeping Myself Safe	Rights and Responsibilities	Being My Best Self	Growing and Changing
PSED key texts	The Invisible String The Colour Monster Brave Bear	Giraffes can't dance Bad tempered ladybird	Owl babies Monkey puzzle	Little red hen The Tiger Who Came to Tea	Little beaver and the echo Not now Bernard	Paper dolls Whatever next
PD	Fine motor: Squiggle whilst you wiggle (twice a week) Dough disco/ Pegs to paper Weekly finger gym focus linked to children's needs Gross motor: Bikes/trikes Climbing Risky play Parachute Energetic play Group games Yoga Dance and coordination games		Fine motor: Handwriting Dough disco/ Pegs to paper Weekly finger gym focus linked to children's needs Gross motor: Bikes/trikes Climbing Risky play Parachute Energetic play Group games Yoga Dance and coordination games		Fine motor: Handwriting Dough disco/ Pegs to paper Weekly finger gym focus linked to children's needs Gross motor: Bikes/trikes Climbing Risky play Parachute Energetic play Group games Yoga Dance and coordination games	
PD (PE)	Introduction to PE	Fundamentals Pupils will develop their basic	Gymnastics Pupils explore basic movements	Dance Pupils will explore space safely.	Games Pupils will develop	Balls Skills Pupils will develop their fundamental



	Pupils will be introduced to structured movement.	fundamental movement skills.	through creating shapes, balances and jumps. Pupils will begin to preform basic skills on the floor and on apparatus.	Pupils will develop actions to a stimulus exploring dance in the world around them.	fundamental skills through games. Pupils will develop fundamental skills through games working on teamwork and rules.	ball skills through a variety of equipment. Pupils will continue to develop fundamental ball skills whilst developing decision making and using simple tactics.
Mathematics	Getting to Know you (3 weeks) Just Like Me! (3 weeks)	It's me 1,2,3! (3 weeks) Light and Dark (3 weeks)	Alive in 5! (3 weeks) Growing 6,7,8 (3 weeks)	Building 9 and 10 (3 weeks) Consolidation (3 weeks)	To 20 and Beyond (3 weeks) First, then now (3 weeks)	Find my pattern (3 weeks) One the Move (3 weeks)
Understanding the World focus	Past and Present: Our family history Talk about the lives of the people around them Timeline of their life-babies, toddlers, now. People, communities and culture:	People, communities and Culture; Know some similarities and differences between different religions and cultural communities (linked to RE unit) Natural World; Explore the natural world around them, making observations	Past and Present; Know some similarities and differences between things in the past and now drawing on their experiences and what has been read in class. People, communities and culture;	Past and Present: People, communities and culture; Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from	Past and Present: People, communities and culture; Describe their immediate environment using knowledge from observation, discussion, stories, non-	Past and Present: Talk about the lives of the people around them and their roles in society (caring for animals) People, communities and culture; Describe their immediate



	<p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Natural World: Understand some important processes and changes in the natural world around them, including seasons and states of matter.</p> <p>Autumn- Understand some important processes and changes in the natural world around them, including the seasons.</p>	<p>and drawing pictures of animals and plants.</p> <p>Changing states of matter – snow, ice, water</p> <p>Past and Present: Talk about the lives of the people around them and their roles in society. Understand the past through settings, characters and events encountered in books read in class and storytelling. (nativity story)</p> <p>Autumn/Winter overlap</p>	<p>Know some similarities and differences between different religions and cultural communities</p> <p>Natural World: Winter - Understand some important processes and changes in the natural world around them, including the seasons.</p>	<p>stories, non-fiction texts and map</p> <p>Natural World; 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.</p> <p>Spring - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter</p>	<p>fiction texts and maps.</p> <p>Natural world; Explore the natural world around them, making observations and drawing animals and plants.</p>	<p>environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Natural world; Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Summer- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter</p>
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<p>Expressive arts and design</p>	<p>Painting - colour mixing. Self-portraits.</p> <p>Being imaginative and expressive: Nursery rhyme of the week (round and round the garden, Wind the Bobbin up) Role play (guided and child-led) Props to enhance role play and retell stories Harvest Songs</p> <p>Charanga: Me!</p>	<p>Drawing – Chalk Fireworks</p> <p>Being imaginative and expressive: Nursery rhyme of the week Role play (guided and child-led) Props to enhance role play and retell stories Nativity Christmas Songs</p> <p>Charanga: My Stories</p>	<p>Sculpture – clay modelling.</p> <p>Being imaginative and expressive: Nursery rhyme of the week Role play (guided and child-led) Props to enhance role play and retell stories Poetry competition?</p> <p>Charanga: Everyone!</p>	<p>Photography / Digital artwork.</p> <p>Being imaginative and expressive: Nursery rhyme of the week Role play (guided and child-led) Props to enhance role play and retell stories Easter Songs</p> <p>Charanga: Our World</p>	<p>Drawing - Pastels – Van Gogh Sunflowers.</p> <p>Being imaginative and expressive: Nursery rhyme of the week Role play (guided and child-led) Props to enhance role play and retell stories</p> <p>Charanga: Big Bear Funk</p>	<p>Collage – Eric Carle</p> <p>Final self portrait</p> <p>Being imaginative and expressive: Nursery rhyme of the week Role play (guided and child-led) Props to enhance role play and retell stories End of term production</p> <p>Charanga: Reflect, Rewind and Replay</p>
<p>RE</p>	<p>F4 Being special: where do we belong?</p>	<p>F2 INCARNATION: Why do Christians perform Nativity plays at Christmas?</p>	<p>F5 What places are special and why? (Christianity and Islam)</p>	<p>F3 SALVATION: Why do Christians put a cross in an Easter garden?</p>	<p>F1 GOD/CREATION: Why is the word 'God' so important to Christians?</p>	<p>F6 What times/stories are special and why?</p>
<p>MFL</p>	<p>Greetings – hello and goodbye for the register and end of the day</p>					



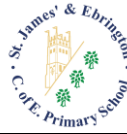
Year 1 Afternoon Curriculum Links

Science, History and Geography

Termly Big Question	How do I shine and flourish?	How do we celebrate?	Who has lived in the palace?	All aboard-where shall we go?	How does your garden grow?	Why do animals live in different places?
Focus of term	All about me Families My body	Roles in society Fireworks Diwali Christmas	Traditional Tales Palaces in UK and India (Blenheim and	Comparing different countries	Planting and growing	Animals- class interest and Sea creatures to link to English
Science	<p>Animals including humans: Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p> <p>Seasonal Changes: Observe Changes across the four seasons. Observe and describe the weather associated with each season and how the day length varies.</p> <p>Winter</p> <p>Seasonal Changes: Observe Changes across the four seasons. Observe and describe the weather associated with each season and how the day</p>	<p>Seasonal Changes: Observe Changes across the four seasons. Observe and describe the weather associated with each season and how the day length varies.</p> <p>Winter</p>	<p>Materials: Distinguish between an object and the material from which it is made.</p> <p>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock.</p> <p>Describe the physical properties of a variety of everyday materials.</p>	<p>Seasonal Changes: Observe Changes across the four seasons. Observe and describe the weather associated with each season and how the day length varies.</p> <p>Spring</p>	<p>Plants: Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</p> <p>Identify and describe the basic structure of a variety of common flowing plants, including trees.</p> <p>Seasonal Changes: Observe Changes across the four seasons.</p>	<p>Animals including humans: Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</p> <p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</p> <p>Describe and compare the structure of a variety of common</p>



	<p>length varies. Autumn</p>		<p>Compare and group together a variety of everyday materials on the basis of their simple properties.</p> <p>Seasonal Changes: Observe Changes across the four seasons. Observe and describe the weather associated with each season and how the day length varies. Winter</p>		<p>Observe and describe the weather associated with each season and how the day length varies. Spring - Summer</p>	<p>animals, fish, amphibians, reptiles, birds and mammals – including pets)</p> <p>Seasonal Changes: Observe Changes across the four seasons. Observe and describe the weather associated with each season and how the day length varies. Summer</p>
<p>History</p>	<p>Develop an awareness of the past, using common words and phrases relating the passing of time.</p> <p>Changes within living memory – Timeline of their life (babies, toddler now)</p>	<p>Ask and answer questions, choosing and sing parts of stories and other sources to show that they know and understand key features of events.</p> <p>Identify similarities and differences between ways of life in different periods.</p>	<p>Identify Similarities and differences between ways of life in different periods.</p> <p>Events beyond living memory that are significant nationally or globally (events commemorated through</p>		<p>Identify Similarities and differences between ways of life in different periods. e.g. Sheep Shearing, Dairy Farming, Crop harvesting</p> <p>Significant historical events,</p>	



	<p>Compare what they used to be able to do to now (then and now). e.g. coats, eat with cutlery, write name.</p>	<p>Christmas in the past compared to Christmas today...?</p>	<p>festivals/anniversaries.) e.g. Queens Coronation compared to the Kings. The lives of significant individuals in the past who have contributed to national and international achievements e.g. Queen Elizabeth</p>		<p>people and places in their own locality. e.g. Chipping Campden wool market, Ernest Wilson garden.</p>	
Geography	<p>Location Knowledge: Countries and Capitals of the United Kingdom</p> <p>Place Knowledge: Human and Physical Geography</p>	<p>Place Knowledge: Geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and on a small area in a contrasting non-European country.</p>	<p>Location Knowledge: Countries and Capitals of the United Kingdom e.g. London</p> <p>Place Knowledge: Human and Physical Geography</p>	<p>Place Knowledge: Geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and on a small area in a</p>		<p>Location Knowledge: name and locate the world's seven continents and five oceans e.g. underwater animals, artic animals, African animals, rainforest animals.</p>



	<p>Geography Skills and Fieldwork: Simple Compass directions, locational and directional language to describe the location of features and routes on a map. e.g. journey to school, walk around Campden – what can we see?</p>	<p>e.g. Diwali in Gloucester and Diwali in Mumbai</p>	<p>e.g. London landmarks, river Thames.</p>	<p>contrasting non-European country.</p> <p>Location Knowledge: name and locate the world's seven continents and five oceans</p> <p>Human and Physical Geography: Identify the location of hot and cold areas of the world in relation to the equator and the North and South poles. e.g. packing for somewhere hot/cold.</p>		
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