

*This curriculum is designed to inspire inquisitive, resourceful and knowledgeable global citizens. **We aim to develop cultural capital** to underpin academic success through real-life, relevant experiences and a broad and balanced provision. **We encourage personal growth** through independent enquiry, discussion and reflection. **We promote inclusivity** through a balanced global perspective. Curriculum design and teaching combine a systematic approach to identified concepts with wide-ranging opportunities for **incidental learning**.*

Curriculum Overview 2022-23

Area of learning		Autumn 1 Amazing me!	Autumn 2 Nursery rhymes/ Poems	Spring 1 Once upon a time	Spring 2 We're all wonders	Summer 1 Fantasy /Adventure	Summer 2 Under the sea
Possible themes		My family, when I grow up, celebrations, countries, toys Yayoi Kusama	Diwali, Christmas, Winter , maps, Farm animals Wassily Kandinsky	Farm and Jungle animals Chinese New Year Andy Warhol	Dinosaurs, minibeast Volcanoes, forest, Easter Vincent Van Gough	Space, Transport Kings and queens Superheroes Henri Matisse	Pirates , mermaids Summer holiday Travel, beach Claude Monet
Enrichment activities		Autumn walk Trip to Library	Nativity Performance Christmas Jumper/Dinner Day International Food festival Exploring eggs (Humpty Dumpty)	Pancake day Making porridge Growing flowers Trip to the ZOO	National and History Museum Easter Bonnet Parade Mothering Day Hatchings chicks	Superhero day Science museum Trip to Paradise wildlife Park	Trip to aquarium Family Pirate picnic Trip to Kensington Park Father's Day Water day
Books		So Much My friend Teddy My cat likes to hide in boxes Kipper's toy box We're going on a bear hunt My World-your World Avocado baby Owl babies	The runaway chapati Nursery rhymes Twinkle , twinkle little star Humpty dumpty Jack and Jill Baa, baa black sheep	Three Little Pigs The Billy goats Gruff The Gingerbread man Goldilocks and the three bears Little Red Riding Hood Snow White and the Seven Dwarfs Jack and the beanstalk Chicken Licken	Dinosaurs roar Harry and bucket of dinosaurs Going to the Volcano The tiger who came to tea Giraffes can't dance Monkey Puzzle Aliens Love Underpants Elmer Handa's surprise Dear Zoo	Supertato Where the wild things are Beegu How to catch a star The magic paintbrush 10 little monsters 10 little superheroes Winnie and Wilbur	Rainbow fish Commotion in the ocean Sharing the shell Singing mermaid Peter the pirate Night pirate 10 little pirates
Communication and Language	3-4 YO	Listening, Attention and Understanding	Listening, Attention and Understanding	Listening, Attention and Understanding	Listening, Attention and Understanding	Listening, Attention and Understanding	Listening, Attention and Understanding Children will use new

		<p>Children will be able to understand how to listen carefully and know why it is important with adults' support</p> <p>Speaking</p> <p>Children will use different types of everyday words (nouns, verbs and adjectives, e.g. banana, go, sleep, hot)</p>	<p>Children will understand more complex sentences for example put your toys away and then sit on the carpet</p> <p>Speaking</p> <p>Children will use simple sentences in their play</p>	<p>Children will begin to ask "why" question</p> <p>Speaking</p> <p>Children to use longer sentences for example " I went to my grandmother yesterday "</p>	<p>Children will retell a story and follow a story with props</p> <p>Speaking</p> <p>To show confidence in expressing their point of view such as " I like this story because" "I don't like..."</p>	<p>Children will be able to understand a question such as who, how</p> <p>Speaking</p> <p>Children will talk about stories and explain what is happening in the story</p>	<p>vocabulary, motivations and opportunities to experiment with talk by extending the range of their experiences.</p> <p>Speaking</p> <p>Children to talk about and begin to ask questions about stories to build familiarity and understanding</p>
Reception	<p>Listening, Attention and Understanding</p> <p>Children will be able to understand how to listen carefully and know why it is important.</p> <p>Speaking</p> <p>Children will talk in front of small groups and their teacher offering their own ideas.</p>	<p>Listening, Attention and Understanding</p> <p>Children will begin to understand how and why questions.</p> <p>Speaking</p> <p>Children will use new vocabulary throughout the day.</p>	<p>Listening, Attention and Understanding</p> <p>Children will learn to ask questions to find out more.</p> <p>Speaking</p> <p>Children will talk in sentences using conjunctions, e.g. and, because.</p>	<p>Listening, Attention and Understanding</p> <p>Children will retell a story and follow a story without pictures or props.</p> <p>Speaking</p> <p>Children will engage in non-fiction books and to use new vocabulary in different contexts.</p>	<p>Listening, Attention and Understanding</p> <p>Children will be able to understand a question such as who, what, where, when, why and how.</p> <p>Speaking</p> <p>Children will use talk to organise, sequence and clarify thinking, ideas, feelings, and events.</p>	<p>Listening, Attention and Understanding</p> <p>Children will be able to have conversations with adults and peers with back-and-forth exchanges.</p> <p>Speaking</p> <p>Children will use talk in sentences using a range of tenses.</p>	

Personal, Social and Emotional Development	3-4 YO	<p>Self-Regulation</p> <p>Children will be able to follow one step instructions.</p> <p>Managing Self</p> <p>Children will be able to follow simple instruction with adults' support</p> <p>Building Relationships</p> <p>Children will seek support from adults to be confident in the new environment</p>	<p>Self-Regulation</p> <p>Children will recognise different emotions.</p> <p>Managing Self</p> <p>Children will learn why rules are important</p> <p>Building Relationships</p> <p>Children will become more outgoing with unfamiliar people, in the safe context of their setting.</p>	<p>Self-Regulation</p> <p>Children will focus during short whole class activities.</p> <p>Managing Self</p> <p>Children will follow the school rules</p> <p>Building Relationships</p> <p>Children will play with one or more other children,</p>	<p>Self-Regulation</p> <p>Children will begin to identify their own emotions and feelings during play</p> <p>Managing Self</p> <p>Children will independently take off and put on their own coat/clothes.</p> <p>Building Relationships</p> <p>Children will be extending and elaborating play ideas with their friends</p>	<p>Self-Regulation</p> <p>Children will explore techniques to assist them with controlling emotions.</p> <p>Managing Self</p> <p>Children will become more outgoing with unfamiliar people, in the safe context of their setting.</p> <p>Building Relationships</p> <p>Children will explore working together in a small group with adult support.</p>	<p>Self-Regulation</p> <p>Children will demonstrate independence when following instructions.</p> <p>Managing Self</p> <p>Show more confidence in new social situations.</p> <p>Building Relationships</p> <p>Children will hold a conversation with adults in the setting.</p>
	Reception	<p>Self-Regulation</p> <p>Children will be able to follow simple instructions.</p> <p>Managing Self</p> <p>Children will learn to wash their hands independently.</p> <p>Building Relationships</p> <p>Children will seek support from adults and gain confidence to speak to peers and adults.</p>	<p>Self-Regulation</p> <p>Children will talk about how they are feeling and to consider others feelings.</p> <p>Managing Self</p> <p>Children will understand the need to have rules.</p> <p>Building Relationships</p> <p>Children will begin to develop friendships.</p>	<p>Self-Regulation</p> <p>Children will be able to focus during longer whole class lessons.</p> <p>Managing Self</p> <p>Children will begin to show resilience and perseverance in the face of a challenge.</p> <p>Building Relationships</p> <p>Children will be able to use taught strategies to support in turn taking.</p>	<p>Self-Regulation</p> <p>Children will identify and moderate their own feelings socially and emotionally.</p> <p>Managing Self</p> <p>Children will develop independence when dressing and undressing.</p> <p>Building Relationships</p> <p>Children will listen to the ideas of other children and agree on a solution and compromise.</p>	<p>Self-Regulation</p> <p>Children will be able to control their emotions using a range of techniques.</p> <p>Managing Self</p> <p>Children will manage their own basic needs independently.</p> <p>Children will learn to dress themselves independently.</p> <p>Building Relationships</p> <p>Children will learn to work as a group.</p>	<p>Self-Regulation</p> <p>Children will be able to follow instructions of three steps or more.</p> <p>Managing Self</p> <p>Children will show a 'can do' attitude.</p> <p>Children will understand the importance of healthy food choices.</p> <p>Building Relationships</p> <p>Children will have the confidence to communicate with adults around the school.</p>

Physical Development	3-4 YO	<p>Gross Motor Children will climb stairs, steps and moves across climbing equipment using alternate feet.</p> <p>Fine Motor Children will large-muscle movements to mark make, wave flags and streamers</p>	<p>Gross Motor Children will walk down steps or slopes whilst carrying a small object, maintaining balance and stability</p> <p>Fine Motor Children will make connections between the marks they make</p>	<p>Gross Motor Children will grasp and release with two hands to throw and catch a large ball, beanbag, or an object</p> <p>Fine Motor Children will manipulate objects with both hands</p>	<p>Gross Motor Children will use both their feet to jump up of the ground</p> <p>Fine Motor Children will make marks to represent their name</p>	<p>Gross Motor Children will move safely with confidence</p> <p>Fine Motor Children will begin to copy some of the letters in their name</p>	<p>Gross Motor Children will develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p> <p>Fine Motor Children will form some letters in their name correctly</p>
	Reception	<p>Gross Motor Children will learn to move safely in a space.</p> <p>Fine Motor Children will begin to use a tripod grip when using mark making tools.</p>	<p>Gross Motor Children will explore different ways to travel using equipment.</p> <p>Fine Motor Children will accurately draw lines, circles and shapes to draw pictures.</p>	<p>Gross Motor Children will be able to control a ball in different ways.</p> <p>Children will balance on a variety of equipment and climb.</p> <p>Fine Motor Children will handle scissors, pencil and glue effectively.</p>	<p>Gross Motor Children will jump and land safely from a height.</p> <p>Fine Motor Children will use cutlery appropriately.</p>	<p>Gross Motor Children will move safely with confidence and imagination, communicating ideas through movement.</p> <p>Fine Motor Children will hold scissors correctly and cut out small shapes.</p>	<p>Gross Motor Children will be able to play by the rules and develop coordination.</p> <p>Fine Motor Children will form letters correctly using a tripod grip.</p>

Literacy	3-4 YO	<p>Comprehension</p> <p>Children will handle books appropriately.</p> <p>Word Reading</p> <p>Children will recite their favourite nursery rhymes</p> <p>Writing</p> <p>Children will draw using a range of shapes for their pictures.</p>	<p>Comprehension</p> <p>To begin to understand and take part in pretend play.</p> <p>Word Reading</p> <p>Children will develop listening skills and awareness of sounds in the environment</p> <p>Writing</p> <p>Children will understand that writing carries meaning</p>	<p>Comprehension</p> <p>Children will enjoy listening to stories</p> <p>Word Reading</p> <p>Children show an awareness of rhyme and alliteration</p> <p>Writing</p> <p>Children will understand the difference between drawing and writing</p>	<p>Comprehension</p> <p>Children will enjoy talking about their favourite stories.</p> <p>Word Reading</p> <p>Children will recognise simple rhyming words</p> <p>Writing</p> <p>Children to show interest in illustrations and print in books and print in the environment.</p>	<p>Comprehension</p> <p>Children will retell the story by using props</p> <p>Word Reading</p> <p>Children will hear and say phonemes in initial words</p> <p>Writing</p> <p>Children will copy some letters - focusing on those in their name.</p>	<p>Comprehension</p> <p>Children will confidently act out familiar stories</p> <p>Word Reading</p> <p>Children will blend and segment cvc words orally</p> <p>Writing</p> <p>Children will write their names independently.</p>
	Reception	<p>Comprehension</p> <p>Children will independently look at a book, hold it the correct way and turn pages.</p> <p>Word Reading</p> <p>Children will segment and blend sounds together to read words.</p> <p>Writing</p> <p>Children will give meanings to the marks they make.</p>	<p>Comprehension</p> <p>Children will engage and enjoy an increasing range of books.</p> <p>Word Reading</p> <p>Children will begin to read captions and sentences.</p> <p>Writing</p> <p>Children will form letters correctly.</p>	<p>Comprehension</p> <p>Children will act out stories using recently introduced vocabulary.</p> <p>Word Reading</p> <p>Children will recognise taught digraphs in words and blend the sounds together.</p> <p>Writing</p> <p>Children will write words representing the sounds with a letter/letters.</p>	<p>Comprehension</p> <p>Children will be able to talk about the characters in the books they are reading.</p> <p>Word Reading</p> <p>Children will read words containing tricky words and digraphs,</p> <p>Writing</p> <p>Children will write labels/[phrases representing the sounds with a letter/letters.</p>	<p>Comprehension</p> <p>Children will retell a story using vocabulary influenced by their book.</p> <p>Word Reading</p> <p>Children will read longer sentences containing phase 4 words and tricky words.</p> <p>Writing</p> <p>Children will write words which are spelt phonetically.</p>	<p>Comprehension</p> <p>Children will be able to answer questions about what they have read.</p> <p>Word Reading</p> <p>Children will read books matched to their phonics ability.</p> <p>Writing</p> <p>Children will write simple phrases and sentences using recognisable letters and sounds.</p>

Mathematics	3-4 YO	<p>Number Children will explore counting</p> <p>Numerical Patterns Children will be able to match and sort objects</p>	<p>Number Children will say one number for each item</p> <p>Numerical Patterns Children will explore more and less when comparing groups</p>	<p>Number Children will be able to represent numbers up to 5 by using fingers</p> <p>Numerical Patterns To notice changes in an amount for example by adding more bricks to a tower</p>	<p>Number Match the correct number of objects to numeral, up to 5.</p> <p>Numerical Patterns Children will explore mathematical language such as 1 more 1 less</p>	<p>Number Children will show confidence in counting objects, actions, and sounds</p> <p>Numerical Patterns Children will understand vocabulary more and less</p>	<p>Number Solve real world mathematical problems with numbers up to 5.</p> <p>Numerical Patterns Children will be able to count beyond 10</p>
	Reception	<p>Number Children will have a deep understanding of numbers 1-3</p> <p>Numerical Patterns Children will verbally say which group has more or less.</p>	<p>Number Children will have a deep understanding of numbers 1-5.</p> <p>Numerical Patterns Children will compare equal and unequal groups.</p>	<p>Number Children will have a deep understanding of numbers 1-8.</p> <p>Numerical Patterns Children will understand and explore the difference between odd and even numbers.</p>	<p>Number Children will have a deep understanding of numbers 1-10.</p> <p>Numerical Patterns Children will add and subtract using number sentences.</p>	<p>Number Children will revise number bonds to 5.</p> <p>Numerical Patterns Children will share quantities equally.</p>	<p>Number Children will know number bonds to 10, including doubling facts.</p> <p>Numerical Patterns Children will be able to count beyond 20 and higher.</p>

Understanding the World	3-4 YO	<p>Past and Present Children will look at the pictures when they were a baby</p> <p>People, Culture and Communities Children will recognise environment around them</p> <p>The Natural World Children will notice detailed features of objects in their environment</p>	<p>Past and Present Children will explore toys from past</p> <p>People, Culture and Communities Children will name the countries where their family comes from</p> <p>The Natural World Children will use all senses in hands on exploration of natural materials.</p>	<p>Past and Present Children will enjoys joining in with family customs and routines</p> <p>People, Culture and Communities Children will talk about their religions</p> <p>The Natural World Children will begin to understand the need to respect and care for the natural environment</p>	<p>Past and Present Children will talk about significant events in their own experience</p> <p>People, Culture and Communities Children will enjoy playing with small world reconstructions of first-hand experiences eg: farm, town and school.</p> <p>The Natural World Children will plant seeds and care of growing plants</p>	<p>Past and Present Children will recognise and describes special times for family or friends</p> <p>People, Culture and Communities Children will know what language their family speak</p> <p>The Natural World Children will show care and concern for living things and the environment</p>	<p>Past and Present Children will recognise and describes special events for family or friends</p> <p>People, Culture and Communities Children will explore different maps</p> <p>The Natural World Children understand the effect their behaviour can have on the environment</p>
	Reception	<p>Past and Present Children will know about their own life story and how they have changed.</p> <p>People, Culture and Communities Children will know about features of the immediate environment.</p> <p>The Natural World Children will understand the terms 'same' and 'different'.</p>	<p>Past and Present Children will know some similarities and differences between things in the past and now.</p> <p>People, Culture and Communities Children will know that there are many countries around the world.</p> <p>The Natural World Children will explore and ask questions about the natural world around them.</p>	<p>Past and Present Children will talk about the lives of people around them.</p> <p>People, Culture and Communities Children will know that people around the world have different religions.</p> <p>The Natural World Children will talk about features of the environment they are in and learn</p>	<p>Past and Present Children will talk about past and present events in their lives and what has been read to them.</p> <p>People, Culture and Communities Children will know about people who help us within the community.</p> <p>The Natural World Children will make observations about plants discussing similarities and</p>	<p>Past and Present Children will know about the past through settings and characters.</p> <p>People, Culture and Communities Children will know that people in other countries may speak different languages.</p> <p>The Natural World Children will make observations about animals discussing similarities and differences.</p>	<p>Past and Present Children will know about the past through settings, characters and events.</p> <p>People, Culture and Communities Children will know that simple symbols are used to identify features on a map.</p> <p>The Natural World Children will know some important processes and changes in the natural world, including states of matter.</p>

				about the different environments.	differences.		
Expressive Art & design	3-4 YO	<p>Music: Being Imaginative</p> <p>Children will sing and join in with nursery rhymes</p> <p>Art & Design: Creating with Materials</p> <p>Children will name colours and begin to explore colour mixing.</p>	<p>Music: Being Imaginative</p> <p>Children will explore a range of musical instruments</p> <p>Art & Design: Creating with Materials</p> <p>Children will explore textures using all their senses to investigate them.</p>	<p>Music: Being Imaginative</p> <p>Begin to develop complex stories using small world equipment such as animals and dolls houses.</p> <p>Art & Design: Creating with Materials</p> <p>Children will show some control when holding a paintbrush.</p>	<p>Music: Being Imaginative</p> <p>Children will move in a range of different ways in response to music.</p> <p>Art & Design: Creating with Materials</p> <p>Children will explore a variety of artists</p>	<p>Music: Being Imaginative</p> <p>Children will play instruments with increasing control.</p> <p>Art & Design: Creating with Materials</p> <p>Children will represent their feelings through mark making/painting</p>	<p>Music: Being Imaginative</p> <p>Children will recite poems and begin to create their own.</p> <p>Art & Design: Creating with Materials</p> <p>Children will confidently talk about their work with others.</p>
	Reception	<p>Music: Being Imaginative</p> <p>Children will sing and perform nursery rhymes.</p> <p>Art & Design: Creating with Materials</p> <p>Children will experiment mixing with colours.</p>	<p>Music: Being Imaginative</p> <p>Children will experiment with different instruments and their sounds.</p> <p>Art & Design: Creating with Materials</p> <p>Children will experiment with different textures.</p>	<p>Music: Being Imaginative</p> <p>Children will create narratives based around stories.</p> <p>Art & Design: Creating with Materials</p> <p>Children will safely explore different techniques for joining materials.</p>	<p>Music: Being Imaginative</p> <p>Children will move in time to the music.</p> <p>Art & Design: Creating with Materials</p> <p>Children will make props and costumes for different role play scenarios.</p>	<p>Music: Being Imaginative</p> <p>Children will play an instrument following a musical pattern.</p> <p>Art & Design: Creating with Materials</p> <p>Children will explore and use a variety of artistic effects to express their ideas and feelings.</p>	<p>Music: Being Imaginative</p> <p>Children will invent their own narratives, stories and poems.</p> <p>Art & Design: Creating with Materials</p> <p>Children will share creations, talk about process and evaluate their work.</p>