

Neeld Class Curriculum Overview- Cycle A



Great oaks from little
acorns grow

Cycle A

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Marvellous Me  Linked to St. Paul's EYFS Curriculum	Seasons/Weather  Linked to St. Paul's EYFS Curriculum	People Who Help Us/Superheros  Linked to St. Paul's EYFS Curriculum	Come Outside 	Transport 	The Seaside and water  Linked to St. Paul's EYFS Curriculum
Possible linked Texts	Elmer Owl Babies Ruby's Worrry Perfectly Norman Pumpkin Soup	The Leaf Thief If Winter Comes, Tell It I'm Not Here Sunshine at Bedtime Cyril the Lonely Cloud	Super Tato Superworm There's a Super Hero in my Book	Oliver's Vegetables Jack and the Beanstalk Jasper's Beanstalk Tidy Yucky Worms	Naughty Bus The Train Ride Lost and Found	Rainbow Fish Sharing a shell Hooray for Fish Tiddler
Enrichment/Off Topic Opportunities	Remembrance Day	Bonfire Night Christmas Time- Nativity Diwali Remembrance Day Children in Nee Anti- Bullying Week	Chinese New Year Random Acts of Kindness Week Internet Safety Day	Easter time Nature Scavenger Hunt Mother's Day Easter Egg Hunt Forest School Planting seeds World Book Day	Earth Day	Father's Day Sports Day
Parental Involvement	Parents Evenings	Nativity and Church		Reports		Parents Evenings Possible School Trip with other Resource Bases
	Seesaw Learning Journals Invites to Good Work Assembly					
Literacy – Communication	Communication Friendly Environment offering a range of communication strategies, including sign and symbols Daily songs to develop key words such as feelings words, weather words, days of the week etc. Registers Teaching of key words and signs Use of core boards Use of signs Nursery rhymes Adults modelling language throughout the day "Thank you!" "Good morning!" "How are you?" "Please could you pass me...?" Helicopter Stories See Branch Maps for Progression of skills					
Literacy - Phonics and Reading Practice (Fluency, Prosody, Comprehension)	Little Wandle- Children to be grouped using assessments or taught phonics 1:1 as appropriate Reading Practice Session 3xper week					
	Daily story time as a class or individually with a focus on exposure to higher tier vocabulary					
Literacy – Writing	Helicopter Stories, writing linked to phonics targets and other areas of the curriculum. See Branch Map for Progression of Skills- Some children will use alternative ways of recording such as speech to text or typing					
Mathematics	Mastering Number- Taught at the appropriate level in groups The White Rose small steps will be used to teach all other areas of maths. Pre and post asse					
	Measures- Time	Geometry- 2D shapes	Fractions	Geometry- Exploration	Measures- Capacity	Geometry- 3D shapes
Communication and Language	Communication and Language is developed throughout the year through high quality speaking and listening interactions, daily group discussions, sharing circles, PSHE sessions, story sessions, singing, speech and language interventions, Bucket Time, assemblies and weekly interventions.					
	Settling in activities and carpet times used to focus on language Registers Teaching of key words and signs Use of core boards Use of signs Nursery rhymes					

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	Use a range of small tools, including scissors, paint brushes and cutlery. Begin to show accuracy and care when drawing.					
Personal, Social and Emotional Development	Self-Regulation: Following our PSHE Scarf scheme, we use carefully selected texts to reinforce our learning with the focus on social and emotional development to use throughout the year. We recognise that children are all at different stages of development and have different experiences with how to regulate their emotions and behaviour. We therefore tailor our approach to suit the children's emerging needs. We use a variety of strategies to do this, including – *Zones of Regulation or similar adapted strategy *Adults as role models for controlling own feelings and behaviours *Applying personalised strategies to return to a state of calm * Encouraging sensory breaks when needed *Use of communication aids/visual resources such as visual timetables and emotion flashcards *Use of safe spaces					Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
	Me and My Relationships <i>*I can name special people to me</i> <i>*I can describe some different feelings</i> <i>*I know who can help when I feel scared or sad</i>	Valuing Difference <i>*I know what makes each person unique</i> <i>*I know some things I have in common</i> <i>*I can show care and kindness</i>	Keeping Safe <i>*I know some ways to stay healthy and safe.</i> <i>*I know adults who can keep me safe</i> <i>*Online safety- Linked to internet safety day</i>	Rights and Respect <i>*I can name special people to me and know these will be different to my friends.</i> <i>I can talk about similarities and differences</i> <i>*I can care for the natural world</i>	Being My Best <i>*I can feel confident and resilient.</i> <i>*I know how to overcome a hurdle</i>	Growing and Changing Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly.
	Building Relationships: Throughout the year children will work towards forming relationships with the adults and their peers. They will begin to understand how relationships are formed and show an ability to show sensitivity to other's needs. Playing both team games and board games play. This enables the children to understand turn taking and working cooperatively.					Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.
	*Hand washing *Independent toileting * Changing shoes/wellies *Coats Staying healthy and safe	*Hand washing *Independent toileting * Changing shoes/wellies *Coats * Staying healthy and safe	*Hand washing *Independent toileting * Changing shoes/wellies *Coats *Staying healthy and safe	*Hand washing *Independent toileting * Sunhats *Sun safety *A healthy lifestyle	*Hand washing *Independent toileting * Sunhats *Sun safety *A healthy lifestyle	*Hand washing *Independent toileting * Sunhats *Sun safety *A healthy lifestyle
Understanding the World	Link to EYFS: Past and Present Who is in my family? Photos of their family – naming who they can see and of what relation they are to them. Can talk about what they do with their family and places they have been with their family. Name and describe people who are familiar to them. Read fictional stories about families and start to tell the difference between real and fiction. Their past and their life as a baby. People, Culture and Communities Describing their environment around them. Exploring what makes a family. The varying members of a family unit.	Link to EYFS: Past and Present Change in living things – Changes in the leaves, weather, seasons The Natural World Encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them during hands-on experiences. People, Culture and Communities Links to festivals: Bonfire night Diwali Christmas Role play – Christmas home scene. Cultural Events –Bonfire Night, Remembrance Sunday, Christmas, Diwali. Role Play-Christmas Nativity	Link to EYFS: Past and Present Listening to stories and placing events in chronological order. Talk about the lives of the people around them and their roles in society. People, Culture and Communities Recognise and name people who help us in the community.	Link to EYFS: People, Culture and Communities Reading the Easter Story and exploring how it is celebrated. The Natural World Introduce the idea of an eco system through the story 'Yucky Worms'. Planting seeds and thinking about how plants grow	Link to EYFS: Past and Present Exploring the transport now and in the past. Understand the past through settings, characters and events encountered in books read in class and storytelling. People, Culture and Communities Exploring the difference between life in our town to life in the countryside. Think about places we could travel to using different transport and the similarities and differences between there and home.	People, Culture and Communities Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. The Natural World Exploring the differences between land and water. Create opportunities to discuss how we care for the natural world around us.

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Geography		Link to Y2 Geography: Weather-Physical Geography Strand Identify daily weather patterns in Chippenham and the UK. Identify seasonal weather patterns.		Link to Y1 Geography: My area- Locational Knowledge Strand Name and locate their local area (Chippenham). Where do I live? What is Chippenham like? Identify key physical features-hill, river, soil and human features-town, farm, house, office and shop.		Link to Y1 Geography: The Seaside- Locational Knowledge strand How does Chippenham compare to the seaside? Identify key physical features-beach, cliff, coast, sea, ocean and human features-town, village, port, harbour, shop.
History	Link to Y1 History: Where and Why do People Explore- Migration and Settlement Strand Why do people live in Chippenham?		Link to Y2 History: Great Fire of London- Innovation Strand What happened in the GFoL and where did it happen- show this on a timeline in decades showing present day and GFoL		Link to Y2 History: Brunel- Significant People and Events Strand Who is Brunel and what was his early life and job like? What was Brunel's legacy and what impact did he have on Bristol and Chippenham?	
Science	Link to Y1 Science: Living things/Animals including humans strand Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.	Link to Y1 Science: Seasonal Changes Observe and describe changes across the four seasons. What we wear during each season. Observe and describe weather associated with the seasons.		Link to Y1/2 Science: Plants Y1- Identify and describe the basic structure of a variety of common flowering plants, including trees. Y2- Observe and describe how seeds and bulbs grow into mature plants.		
Expressive Arts and Design	Creating with Materials: Self portraits- how to use different types of paint/Mixing colours and exploring textures. Build models of homes using construction equipment. Printing with hands, fingers and simple tools	Creating with Materials: Christmas cards and decorations for Christmas Bazaar Being Imaginative and Expressive: Singing songs and learning some familiar songs – Christmas songs. Listen to music and make their own dances in response. Performing the Nativity.	Being Imaginative and Expressive: Join in with role play games and uses resources available for props- Superhero and people who help us dressing up costumes/stick puppets	Creating with Materials: Using junk modelling materials to make flowers and trees	Creating with Materials: Using construction and loose parts to create different vehicles, airports, train stations etc. Being Imaginative and Expressive: Taking on the role of train driver etc. Learning songs linked to vehicles, e.g. The Wheels on the Bus	Creating with Materials: Children independently mixing shades of blue to create a sea painting Observational drawings of sea creatures Being Imaginative and Expressive: Using sea animals and sensory materials in the tuff spot to make up stories or take on the role of a sea creature
Art	Link to Y1 Art: Self Portraits- Drawing Strand Draw lines of varying thickness To experiment with dots and lines to demonstrate pattern and texture To experiment with different materials to draw – chalk, felt tip	Link to Y2 Art: Printing and Pattern- Craft and Design Strand Creating images to represent the seasons Creating Christmas wrapping paper Creating Rangoli patterns Use a variety of materials and techniques, e.g. rolling, pressing, stamping and rubbing and compare them.		Link to Y1 Art: Junk modelling with natural materials- Sculpture Strand Use a variety of natural, recycled and manufactured materials for sculpting- e.g clay, straw and card. To experiment with techniques- rolling, cutting, pinching. To experiment with a variety of shapes, including lines and texture.		
DT			Link to Y2 DT: Puppets- Textiles Strand		Link to Y2 DT: Moving Vehicles- Mechanisms Strand	Link to Y1 DT- Homes- Structures Strand

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			Make Superhero or People Who Help Us puppets Stick pieces of felt together to make a finger puppet. Add pieces of felt and other materials to a finger puppet to create features, such as eyes, hats and mouths.		Explore different ways of using axles, chassis and wheels to create a moving base. Design a vehicle with wheels, axles and chassis, as well as a body.	Make Beach Huts or Homes Explore a range of materials and evaluate the usefulness of their properties for a particular project. Explore how to make stable structures that hold a given object.
	Ongoing in the provision: *Provide a wide range of props for play which encourage imagination dressing up, instruments, puppets etc *Tuff spots for fine motor/creative *Creative area *Small world and natural resources *Role play *Helicopter stories					
Class Assemblies PHSE Circle Times	Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain, valuing our community and celebrating the diversity of the UK. These are not exclusive to being British and are shared by other democratic countries. Mutual respect - We are all unique. We respect differences between different people and their beliefs in our community, in this country and all around the world. All cultures are learned, respected, and celebrated. Mutual Tolerance - Everyone is valued, all cultures are celebrated and we all share and respect the opinions of others. Mutual tolerance of those with different faiths and beliefs and for those without faith. Rule of law - We all know that we have rules at school that we must follow. We know who to talk to if we do not feel safe. We know right from wrong. We recognise that we are accountable for our actions. We must work together as a team when it is necessary. Individual liberty - We all have the right to have our own views. We are all respected as individuals. We feel safe to have a go at new activities. We understand and celebrate the fact that everyone is different. Democracy - We all have the right to be listened to. We respect everyone and we value their different ideas and opinions. We have the opportunity to play with who we want to play with. We listen with intrigue and value and respect the opinions of others.					
Music	Link to Y1 Sing simple songs and rhymes from memory Hello, Goodbye, Feelings song Nursery rhymes from The Poetry Basket	Link to Y2 Sing songs with a small pitch range Nativity sings			Link to Y1: To be able to respond to visual directions: loud, quiet, stop, start Link to transport songs	
Computing			Link to Y1 Computing: I know who to tell if something makes me feel uncomfortable online (Internet Safety Day)	Link to Y2 Computing: To be able to take a digital photograph Taking pictures of the great outdoors to make a class scrap book about the school environment.		Link to Y1 Computing: I know how to type my name
Assessment	Nursery/School data from transition School baseline data National Reception Baseline Assessment (RBA) Little Wandle For those working on Y1 Maths or above, Third Space Learning pre and post unit assessments Parent/pupil meeting – settling in.	Little Wandle Insight Tracker data updated Cherry Tree Branch Documents Updated Pupil progress meetings For those working on Y1 Maths or above, Third Space Learning pre and post unit assessments	Little Wandle Pupil progress meetings For those working on Y1 Maths or above, Third Space Learning pre and post unit assessments	Little Wandle Insight Tracker data updated Cherry Tree Branch Documents Updated Parent reports For those working on Y1 Maths or above, Third Space Learning pre and post unit assessments	Little Wandle Pupil progress meetings For those working on Y1 Maths or above, Third Space Learning pre and post unit assessments Phonics Screening Check where appropriate SATs where appropriate	Little Wandle Insight Tracker data updated Cherry Tree Branch Documents Updated End of Year Data submitted Parents Evenings For those working on Y1 Maths or above, Third Space Learning pre and post unit assessments