

# Curriculum Overview 2020-21

# Year: Foundation Stage

*'We create a nurturing environment which both inspires and challenges our whole school family, equipping our children to have high aspirations to: 'Dream big, love God and live well.'*

|                                                                                                                                                                                                                                                                                                                                     | Autumn 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Autumn 2           | Spring 1           | Spring 2            | Summer 1          | Summer 2           |
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| Church school value                                                                                                                                                                                                                                                                                                                 | Koinonia                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Generosity         | Hope               | Friendship          | Respect           | Thankfulness       |
| British value                                                                                                                                                                                                                                                                                                                       | Democracy                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Individual Liberty | Rule of Law        | Tolerance           | Mutual Respect    | All British Values |
| Theme                                                                                                                                                                                                                                                                                                                               | It's good to be me!                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Celebrations       | People who help us | The world around us | Traditional Tales | Minibeasts         |
| Characteristics of Effective learning                                                                                                                                                                                                                                                                                               | <p align="center"><b>Characteristics of Effective Learning</b></p> <p><b>Playing and exploring:</b> - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning</p> <p><b>Active learning:</b> - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.</p> <p><b>Creating and thinking critically:</b> - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.</p> |                    |                    |                     |                   |                    |
| Overarching principles                                                                                                                                                                                                                                                                                                              | <p align="center"><b>Unique Child:</b> Every child is unique and has the potential to be resilient, capable, confident and self-assured.</p> <p><b>Positive Relationships:</b> Children flourish with warm, strong &amp; positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.</p> <p><b>Enabling environments:</b> Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.</p> <p><b>Learning and Development:</b> Children develop and learn at different rates (not in different ways as it stated 2017). We must be aware of children who need greater support than others.</p>          |                    |                    |                     |                   |                    |
| <p align="center"><b>Nursery 5 term children's area of focus will be dependent on their individual next steps and may differ from those of 3 term children. All children's next steps will be incorporated in the short term planning to ensure the curriculum is appropriate, purposeful and challenging for all children.</b></p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                    |                    |                     |                   |                    |

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| <b>Intent</b>               | <p>Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. In our setting, outdoor space is vital due to a lack of this at home for most children. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Physical development</b> | <p style="text-align: center;">See <b>pre-writing skills</b> progression document for details of how we support children’s fine motor development and early writing skills.</p> <p style="text-align: center;">Develop the overall body strength, co-ordination, balance and agility needed to support future gross motor activities.<br/>         Develop the small motor skills so that they can use a range of tools, competently, safely and confidently.<br/>         Develop core muscle strength to achieve a good posture when sitting at a table or on the floor.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|                             | <p><b>Nursery</b><br/> <b>Gross motor</b> – outside negotiating space.<br/>         Developing control over gross movements.</p> <p><b>Fine motor focus</b> – up and down movements<br/>         Dough disco<br/>         Marking making opportunities inside and outside</p> <p><b>Independently</b> washing hands and being aware of toileting needs.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <p><b>Nursery</b><br/> <b>Gross motor</b> - outside climbing, balancing and riding bikes/scooters<br/>         Negotiating space.</p> <p><b>Fine motor focus</b> – upwards and downwards movements<br/>         Dough disco<br/>         Marking making opportunities inside and outside<br/>         Manipulating a range of fine motor equipment.</p> <p><b>Independent</b> putting on coats and being more independent of toileting needs.</p> | <p><b>Nursery</b><br/> <b>Gross motor</b> - Use large muscle movements – waving flags, scarves etc<br/>         Moving to music<br/>         Negotiation space</p> <p><b>Fine motor</b> - One handed tools<br/>         Dominant hand<br/>         Dough disco<br/>         Mark making focus – side to side<br/>         Name writing</p> <p><b>Independently</b> brushing teeth/using the toilet.<br/>         Choosing appropriate resources for task<br/> <b>Safe</b> use of equipment<br/> <b>Being healthy</b> Describe what happens to our bodies when we exercise.<br/>         Tooth brushing awareness.</p> | <p><b>Nursery</b><br/> <b>Gross motor</b> – balancing and climbing with alternate feet.<br/>         Hop, skip, jump ad stand on one leg.<br/>         Negotiation space</p> <p><b>Fine motor</b> - One handed tools comfortable/tripod grip of pencil – fine motor<br/>         Mark making focus – wavy lines<br/>         Name writing</p> <p><b>Independently</b> eat with a knife and fork<br/> <b>Safe</b> use of equipment<br/>         Working as a team. Playing games.<br/> <b>Being healthy</b> Describe what happens to our bodies when we exercise.<br/>         Tooth brushing awareness.</p> | <p><b>Nursery</b><br/> <b>Gross motor</b> – develop ball skills<br/>         Remembering sequences of movements<br/>         Negotiation space</p> <p><b>Fine motor</b><br/>         Mark making focus –zigzag<br/>         Consistent and comfortable grip of pencil<br/>         Letter formation<br/>         Control of scissors</p> <p><b>Independently</b> eat with a knife and fork<br/> <b>Safe</b> use of equipment<br/> <b>Healthy choices</b> about food and drink.<br/>         Working as a team. Playing games.<br/>         Tooth brush awareness</p> | <p><b>Nursery</b><br/> <b>Gross motor</b> – running sports day.<br/>         Matching physical movement to task<br/>         Negotiation space</p> <p><b>Fine motor</b><br/>         Mark making focus – arches<br/>         Consistent and comfortable grip of pencil – good control.<br/>         Letter formation<br/>         Control of scissors – snipping along lines.</p> <p><b>Independently</b> eat with a knife and fork<br/> <b>Safe</b> use of equipment<br/> <b>Healthy choices</b> about food and drink.<br/>         Working as a team. Playing games.<br/>         Tooth brush awareness</p> |

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|  | <p><b>Reception:</b><br/><u>Body Management</u><br/>Explore balance and managing own body including manipulating small objects.<br/>Able to stretch, reach, extend in a variety of ways and positions.<br/>Able to control body and perform specific movements on command.<br/><b>Gross Motor –</b><br/>Use climbing equipment safely and competently.<br/>Negotiate space effectively</p> <p><b>Fine Motor-</b><br/>Begin to use a dominant hand<br/>Begin to form recognisable letters.<br/>Begin to use scissors effectively.</p> <p><b>Independently –</b><br/>To attend to toileting needs<br/>To wash hands independently</p> | <p><b>Reception:</b><br/><u>Gymnastics</u><br/>To develop confidence in fundamental movements<br/>To experience jumping, sliding, rolling, moving over, under and on apparatus.</p> <p><b>Gross Motor –</b><br/>Use climbing equipment safely and competently.<br/>To use the Trim trail safely.<br/>Negotiate space effectively<br/>Balance and coordinate safely.</p> <p><b>Fine Motor-</b><br/>Begin to use a dominant hand<br/>Begin to form recognisable letters.<br/>Begin to use scissors effectively.</p> <p><b>Independently –</b><br/>To attend to toileting needs<br/>To wash hands independently</p> | <p><b>Reception:</b><br/><u>Manipulation and Coordination</u><br/>Send and receive a variety of objects with different body parts.<br/>Work with others to control objects in space.<br/>Coordinate body parts such as hand-eye, foot-eye over a variety of activities and in different ways.</p> <p><b>Gross Motor –</b><br/>Use climbing equipment safely and competently.<br/>Negotiate space effectively.</p> <p><b>Fine Motor-</b><br/>Begin to use a dominant hand<br/>Begin to form recognisable letters.<br/>Use scissors and equipment effectively.</p> <p><b>Independently –</b><br/>Attend to toileting needs<br/>Wash hands independently<br/>Brush teeth, use the toilet and wash hands independently.</p> <p><b>Healthy choices –</b><br/>Start to think about healthy food choices, exercise and hygiene can contribute to good health.</p> | <p><b>Reception:</b><br/><u>Dance</u><br/>Recognise that actions can be reproduced in time to music; beat patterns and different speeds<br/>Perform a wide variety of dance actions both similar and contrasting.<br/>Copy, repeat and perform simple movement patterns.</p> <p><b>Gross Motor –</b><br/>Take calculated risks in the outdoor area.<br/>Negotiate space effectively.<br/>Balance and coordinate safely.</p> <p><b>Fine Motor-</b><br/>Use a dominant hand<br/>Begin to form recognisable letters.<br/>Begin to use scissors effectively.</p> <p><b>Independently –</b><br/>Handle different apparatus safely.<br/>Wash hands independently<br/>Brush teeth, use the toilet and wash hands independently.</p> <p><b>Healthy choices –</b><br/>Start to think about healthy food choices, exercise and hygiene can contribute to good health.</p> | <p><b>Reception:</b><br/><u>Cooperation and solve problems</u><br/>Organise and match various items, images, colours and symbols.<br/>Work with a partner to listen, share ideas, question and choose.<br/>Collect, distinguish and differentiate colours and create a shape as a team.<br/>Move confidently and cooperatively in space.<br/>Travel in a range of ways.</p> <p><b>Gross Motor –</b><br/>Use climbing equipment safely and competently.<br/>Negotiate space effectively</p> <p><b>Fine Motor-</b><br/>Use a dominant hand<br/>Begin to form recognisable letters.<br/>Use a pencil effectively.<br/>Form recognisable letters.<br/>Begin to use scissors effectively.</p> <p><b>Independently –</b><br/>Attend to toileting needs<br/>Wash hands independently<br/>Brush teeth, use the toilet and wash hands independently.</p> <p><b>Healthy choices –</b><br/>Start to think about healthy food choices, exercise and hygiene can contribute to good health.</p> | <p><b>Reception:</b><br/><u>Speed, agility and travel</u><br/>Travel with some confidence and coordination.<br/>Change direction at speed through both choice and instructions.<br/>Perform actions demonstrating changes in speed.<br/>Stop, start, pause, prepare for and anticipate movement in a variety of situations.</p> <p><b>Gross Motor –</b><br/>Use climbing equipment safely and competently.<br/>Negotiate space effectively</p> <p><b>Fine Motor-</b><br/>Begin to use a dominant hand<br/>Use a pencil effectively.<br/>Form recognisable letters.<br/>Begin to use scissors effectively.</p> <p><b>Independently –</b><br/>Attend to toileting needs<br/>Wash hands independently<br/>Brush teeth, use the toilet and wash hands independently.</p> <p><b>Healthy choices –</b><br/>Start to think about healthy food choices, exercise and hygiene can contribute to good health.</p> |
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| Intent                     | <p>At Bishop King, with our high EAL group, language development is a main priority. The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.</p> |                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|                            | <p><b>Nursery</b> use Elklan activities to support children’s understanding and verbal reasoning.<br/> <b>Nursery</b> use daily Nursery Rhymes and familiar books to support language development.<br/> <b>Nursery</b> use Wellcomm to support children with early Language.<br/> Modelling - adults use simple vocabulary. Initially one word eg. Help, drink, toilet. Then adding another word eg. Help please, drink please. Extending sentence at the pace of the child until they are able to communicate need independently.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| Communication and Language | <p><b>Nursery</b><br/> Baseline assessments<br/> Daily singing – nursery rhymes<br/> Action songs<br/> Daily story time – continued throughout the year.<br/> Talking about characters<br/> Talking about themselves and families.<br/> Communication can be understood by others.<br/> Talk about wants and needs.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <p><b>Nursery</b><br/> Sings songs – Nativity<br/> Listen to, understand and follow simple instructions<br/> Talk about what I am doing.<br/> Talk about home celebrations<br/> Stories about celebrations.<br/> Know that stories have beginning, middle and end.</p> | <p><b>Nursery</b><br/> Develop repertoire of songs<br/> Respond to instructions and begin to respond to questions.<br/> Talk about what I am doing.<br/> Developing vocabulary – wide range in correct context.<br/> Understanding two-part questions.<br/> Sorting objects based on properties.<br/> Elklan Blank questions and Information Carrying Words.</p> | <p><b>Nursery</b><br/> Develop repertoire of songs<br/> Talk for writing<br/> Listening to stories retaining key vocabulary.<br/> Retell stories – story structure.<br/> Answer questions about stories – Elklan Blank assessments.<br/> Sing familiar songs<br/> Respond to instructions and begin to respond to questions<br/> Ask questions<br/> Longer sentences – understood by others.<br/> Use of connectives.</p> | <p><b>Nursery</b><br/> Develop repertoire of songs<br/> Listening to stories retaining key vocabulary.<br/> Retell stories – story structure, setting ad characters.<br/> Talk for writing - support to use connectives – Once upon a time, first, next, then and finally.<br/> Narrative in talk during play<br/> Ask questions – Understand why questions<br/> Talking in front of others<br/> Use talk to organize themselves.<br/> Ask who what when how questions</p> | <p><b>Nursery</b><br/> Develop repertoire of songs<br/> Speak in a range of tense<br/> Complex vocabulary<br/> Prepositions<br/> Rhyming<br/> Retelling<br/> Role play Talk for writing - support to use connectives – Once upon a time, first, next, then and finally.<br/> Say what happens next in a story/rhymes.<br/> Answer questions and share opinions using relevant vocabulary.<br/> Talking confidently in different situations<br/> Express points of view.<br/> Singing songs confidently.</p> |
|                            | <p><b>Reception</b> use NELI as an early language intervention<br/> All adults model good spoken English and develop children’s vocabulary through the use of quality texts, discussions and modelling.<br/> Modeling – Adults model one word to convey need eg drink; they then add a word on eg more drink, drink please; extending the sentence at the pace of the child eg can I have a drink please until the child is able to communicate need independently.<br/> <b>Reception</b> to use Wellcomm to support children with Early Language.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |

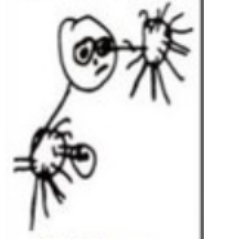





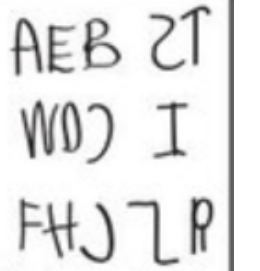
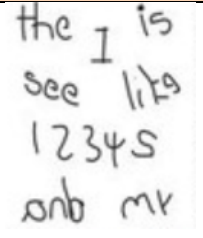
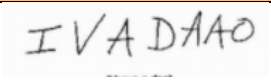
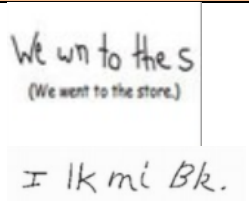

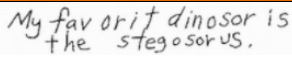
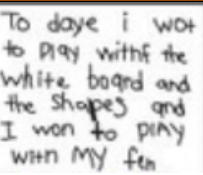
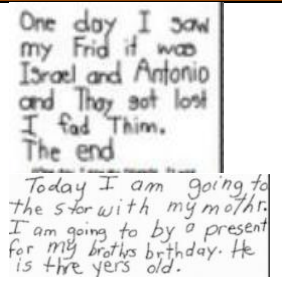
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|  | <p><b>Reception</b></p> <p>Baseline assessments<br/> Daily singing<br/> Daily story time<br/> Talking about themselves and others<br/> Talk about stories<br/> Communicate needs to others.</p> | <p><b>Reception</b></p> <p>Talk for writing<br/> Sing songs<br/> Speak in front of a group of people<br/> Make comments and celebrate similarities and differences (festivals, cultures, religions)</p> | <p><b>Reception</b></p> <p>Talk about how different people help us<br/> Ask and answer simple questions<br/> Listen and respond to answers</p> | <p><b>Reception</b></p> <p>Talk for writing<br/> Discuss changes in the environment<br/> Describe using senses<br/> Sing songs<br/> Respond to stories<br/> Make choices<br/> Name and sort living things</p> | <p><b>Reception</b></p> <p>Retell stories<br/> Talk for writing<br/> Story language<br/> Know different features of a text<br/> Engage in conversation with others</p> | <p><b>Reception</b></p> <p>Rhyming<br/> Retell stories<br/> Talk about different habitats<br/> Begin to research using a search engine<br/> Talk about a specific interest or subject<br/> Engage in meaningful conversation with others</p> |
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| <b>Intent</b>                                     | <p>At Bishop King, children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, nurturing and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.</p> |                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                          |
|                                                   | <p><b>Nursery New children throughout the year</b><br/>Settling in / Building relationships / Social interactions</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                          |
| <b>Personal, social and emotional development</b> | <p><b>Nursery</b><br/>Settling in<br/>Separating from main carer.<br/>Selecting activities and routines.<br/>Wash hands – use toilet with support.<br/>Building relationships<br/>Knowing they can approach adults.<br/>Social interactions<br/>Understanding rules</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <p><b>Nursery</b><br/>Building confidence<br/>Confident with daily routines<br/>Behaviour expectations – adapting behavior.<br/>Importance of oral health<br/>Selecting activities and routines.<br/>Dealing with conflict<br/>Dealing with change<br/>Turn taking<br/>Asking adults for help</p> | <p><b>Nursery</b><br/>Empathy<br/>Feelings - talk about in circle time.<br/>Learning about others<br/>Oral health<br/>Independent sharing of resources.<br/>Turn taking – waiting for their turn.<br/>Play in a group.<br/>Looking after resources - respect<br/>Independently follow rules.</p> | <p><b>Nursery</b><br/>Caring for others<br/>Changes in our bodies<br/>Feelings – talk about in circle time – link to stories.<br/>Independence within the environment. Looking after resources - respect<br/>Independently follow rules.<br/>Ask adult for support appropriately.<br/>Use of equipment and areas of Nursery safely.</p> | <p><b>Nursery</b><br/>Healthy bodies<br/>Healthy minds<br/>Awareness of others feelings<br/>Support to initiate play and keep it going.<br/>Develop confidence in new situations.<br/>Resolve conflict<br/>Aware of others feelings</p> | <p><b>Nursery</b><br/>Preparing for next year<br/>Transition<br/>Being assertive<br/>Confidence to talk to peers and adults in different situations,<br/>Being polite.<br/>Giving opinions and listening to others opinions.<br/>Challenging opinions appropriately.</p> |
|                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <p><b>Reception</b><br/>Settling in<br/>Separating from main carer<br/>Showing friendly behavior<br/>Taking turns<br/>Approaching adults<br/>Class rules<br/>School behaviour chart</p>                                                                                                           | <p><b>Reception</b><br/>Discussing different cultures and festivals<br/>Talk about differences<br/>Celebrate cultures and differences within community<br/>Managing hygiene with support</p>                                                                                                     | <p><b>Reception</b><br/>Understanding how to make right choices and consequences<br/>Making good choices</p>                                                                                                                                                                                                                            | <p><b>Reception</b><br/>Understanding people need help<br/>Talk about people who help us<br/>Discussions around behaviour</p>                                                                                                           | <p><b>Reception</b><br/>Talking about relationships<br/>Resolve conflict<br/>Form positive attachments to adults<br/>Express feelings and needs</p>                                                                                                                      |



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|-------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                   | <b>Nursery</b><br>'The Three Little Pigs'<br>'It's ok to be different'<br>'All kinds of families'<br>"Heather has two mummies"<br>'So Much'<br>'My dad is brilliant'<br>'Just like my Dad'<br>'Grandma'<br>'My body' | <b>Nursery</b><br>'The Nativity'<br>Christmas stories<br>Eg. 'Shhh Santa'<br>'Hurry Santa'<br>Diwali                                                                                                                           | <b>Nursery</b><br>Winter books<br>Books about people who help us.<br>'Chop Sticks'<br>'Supertato'                                                                                                         | <b>Nursery</b><br>Books about plants<br>Why the sky blue?<br>'Here we are'<br>Jack and the Beanstalk                                                                                  | <b>Nursery</b><br>'The Gingerbread Man'<br>'The Tiger who came to Tea'<br>'Little Red Riding Hood'                                     | <b>Nursery'</b><br>Arghhhh Spider,<br>'Super worm'<br>'Hungry Caterpillar'<br>'Mad about Mini-beasts'<br>'What the Ladybird Heard'<br>Minibeast books<br>Peepo |
|                                                                                                                   | <b>Reception:</b><br>The Tiger Who Came to Tea<br>The Bear Hunt<br>The Gruffalo                                                                                                                                      | <b>Reception:</b><br>The Nativity<br>Whatever next<br>How to catch a star<br>Christmas stories                                                                                                                                 | <b>Reception:</b><br>Non Fiction books<br>Books about people who help us                                                                                                                                  | <b>Reception:</b><br>Jack and the Beanstalk<br>The enormous turnip<br>The giant of Jum<br>What's this? A seed story<br>Titch<br>Smartest Giant in town                                | <b>Reception:</b><br>Goldilocks and the Three bears<br>Where's my teddy<br>The gingerbread man<br>Little red riding hood<br>Little red | <b>Reception:</b><br>Oi Frog!<br>Aaaaarrgggh Spider!<br>The Very Hungry Caterpillar<br>A Tadpoles Promise<br>What the ladybird heard<br>Peepo                  |
| <b>Nursery</b> – opportunities for purposeful independent mark making within both indoor and outdoor environment. |                                                                                                                                                                                                                      |                                                                                                                                                                                                                                |                                                                                                                                                                                                           |                                                                                                                                                                                       |                                                                                                                                        |                                                                                                                                                                |
| <b>Writing</b>                                                                                                    | <b>Nursery</b><br>Talking about the marks they make.<br>Identify marks made                                                                                                                                          | <b>Nursery</b><br>Name writing<br>Use recognizable sound shapes in their independent mark making.<br>Independent marks for a purpose eg. Shopping lists in the role play.<br>Confidently talk about marks – marks give meaning | <b>Nursery</b><br>Write some sounds accurately.<br>Independent marks for a purpose eg. Shopping lists in the role play.<br>Confidently talking about marks                                                |                                                                                                                                                                                       |                                                                                                                                        |                                                                                                                                                                |
|                                                                                                                   | <b>Reception</b><br>Baseline Assessments<br>Writing area<br>Children self registering<br>Name writing<br>Colouring<br>Mark making opportunities<br>Talking about marks they make<br>Pencil control                   | <b>Reception</b><br>Sentence about the nativity<br>Write a sentence and label a picture (nativity)<br>Write a letter to Santa<br>Speech bubbles                                                                                | <b>Reception</b><br>Holiday recount<br>What would I like to be when I grow up<br>Describe a character<br>Design a super hero<br>Retell story<br>Character description<br>Instructions for making porridge | <b>Reception</b><br>Bean diary<br>Instructions – planting a bean<br>Signs of spring – what can we find?<br>Retell stories – Jack and the beanstalk<br>Story mapping<br>Easter recount | <b>Reception</b><br>Story boards<br>Writing rhyme<br>Extended writing<br>Capital letters/full stops                                    | <b>Reception</b><br>Write facts about minibeasts<br>Retell stories<br>Food chains<br>Minibeast factfile                                                        |



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|  | Pictures                                                                          | Random Scribbling                                                                 | Scribble writing                                                                  | Symbols that represent letters                                                     | Random letters                                                                      | Letter Strings                                                                      | Letter groups                                                                       |
|  |  |  |  |  |  |  |  |
|  | Picture tells a story to convey message                                           | Starting point at any point of paper                                              | Progression is from left to right                                                 | Mock letters or symbols                                                            |                                                                                     | Letter strings move from L to R and move down the page                              | Separated by spaces to resemble different words                                     |
|  | Environmental print                                                               | Beginning sounds<br>Random and initial consonants                                 | Initial and final sounds appear                                                   | Vowel sounds appear<br>Evidence of tricky words                                    | All syllables represented                                                           | Inventive spelling                                                                  | Multiple related sentences with many words spelled correctly                        |
|  |  |  |  |  |  |  |  |
|  | Awareness of print, copied from surroundings                                      | Beginning and ending letters are used to represent words                          |                                                                                   | Medial sound may initially be written as a consonant. Vowels begin to appear.      | A child hears beginning, middle and end sounds.                                     | Whole sentence writing develops.                                                    |                                                                                     |

|             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                        |                                                                                                                                                                                                                             |
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| Intent      | <p>Within our setting we believe that developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum and provision give opportunity to consolidate mathematical concepts. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.</p> |                                                                                                                                                                                                                        |                                                                                                                                                                                                                             |
|             | <p align="center"><b>See Nursery Mathematics Overview plan for details of the progression of skills and knowledge taught each term.<br/>Reception follow the White Rose Maths programme. See separate overview.</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                        |                                                                                                                                                                                                                             |
| Mathematics | <p align="center"><b>Nursery</b><br/>Recognising and counting numbers to 5.<br/>2D Shapes.<br/>Number rhymes.<br/>Sequencing<br/>More and less<br/>Day of the week</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <p align="center"><b>Nursery</b><br/>One more/less.<br/>Size.<br/>Recognising and counting numbers beyond 5.<br/>Representing numbers.<br/>Subitising.<br/>Patterns.<br/>Positional Language.</p>                      | <p align="center"><b>Nursery</b><br/>2D and 3D shapes.<br/>Sequences.<br/>Size.<br/>Length.<br/>Weight and Capacity.<br/>Review of previously taught concepts.<br/>Positional Language.<br/>Problem solving</p>             |
|             | <p align="center"><b>Nursery Core text</b><br/>Goldilocks and the Three Bears<br/>One Duck Stuck<br/>The Very Hungry Caterpillar</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <p align="center"><b>Nursery Core text</b><br/>One is a Snail, Ten is a Crab<br/>We all went on Safari<br/>Ten Little Dinosaurs</p>                                                                                    | <p align="center"><b>Nursery Core text</b><br/>On the Launch pad<br/>The Crayons books of numbers<br/>Goodnight numbers</p>                                                                                                 |
|             | <p><b>Reception</b><br/><u>Baseline: Getting to know your learners</u><br/>Match, Sort, Compare<br/>Explore Pattern<br/>1,2,3,4,5<br/>One more, one less<br/>Compare shapes<br/>Night/Day time</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <p><b>Reception</b><br/>Introduce Zero<br/>Composition of number<br/>Numbers 5-10<br/>Altogether<br/>Capacity<br/>Measuring<br/>Adding more<br/>Length and Height<br/>Number bonds to 10<br/>3D shapes<br/>Pattern</p> | <p><b>Reception</b><br/>20 and beyond<br/>10 frames<br/>Estimating<br/>Ordering numbers to 20<br/>Tangrams<br/>More (adding)<br/>Take away<br/>First, then, now<br/>Making shapes<br/>Doubling<br/>Sharing<br/>Even/odd</p> |

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| <b>Intent</b>                  | <p>As a church school we endeavor to provide children with opportunities to explore their own spirituality through our core values and celebrate our multicultural community. Understanding the world involves guiding children to make sense of their physical world and the diverse community that surrounds Bishop King School. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.</p> |                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Understanding the world</b> | <p><b>Nursery</b><br/>Exploring natural and man-made materials<br/>Range of construction<br/>Observe Seasonal changes<br/>Their life-story<br/>Family history<br/>Body parts<br/>Animal body parts<br/>Similarities and differences between peers and family members<br/>Self- portraits<br/>Who self is special.<br/>Discuss and order past experiences out of school<br/>Discovery box – objects from past</p> <p><b>Reception</b><br/>My Family<br/>Local area<br/>Homes</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <p><b>Nursery</b><br/>Exploring natural materials<br/>Diwali<br/>Christmas<br/>Family traditions<br/>Birthdays<br/>Use of CD player and ipad<br/>Observe Seasonal changes<br/>World Hello Day<br/>Different cultures traditions<br/>Significant events in own lives and families lives.</p> <p><b>Reception</b><br/>Family customs<br/>Bonfire night<br/>Diwali<br/>Christmas<br/>How things work<br/>World Hello Day</p> | <p><b>Nursery</b><br/>Exploring natural materials with their senses.<br/>Talking about what they see.<br/>Changing weather.<br/>Fire, police, nurse visits<br/>Learning about other people and occupations.<br/>Use of CD player and ipad<br/>Observe Seasonal changes<br/>Small worlds</p> <p><b>Reception</b><br/>Fire, police, nurse visits<br/>Learning about other people and occupations</p> | <p><b>Nursery</b><br/>Exploring natural materials and the world using senses.<br/>Talking about world around them.<br/>Growing plants/decay<br/>What do plants needs?<br/>Differences in plants<br/>Plant life cycles<br/>Respect for living things<br/>Different countries<br/>Confident use of ipad<br/>Easter<br/>Observe Seasonal changes</p> <p><b>Reception</b><br/>Plants<br/>Gardening<br/>Changes in the environment<br/>The world and different countries</p> | <p><b>Nursery</b><br/>Extend vocabulary to describe what they see.<br/>Changes and differences in materials.<br/>Different environment and people.<br/>Looking after the environment<br/>Observe Seasonal changes<br/>How things work<br/>Forces<br/>Maps linked to stories or familiar places.<br/>Identifying feature in local area – shop, school, home, park, fire station, football stadium, church etc</p> <p><b>Reception</b><br/>Different environments<br/>Book settings</p> | <p><b>Nursery</b><br/>Extend vocabulary to describe what they see.<br/>Changes in liquids.<br/>Cooking – material changes<br/>Minibeasts – body parts<br/>Life-cycle of a butterfly<br/>Different forces<br/>Looking after the environment and small creatures within it.<br/>Litter picking and using stories to discuss pollution</p> <p><b>Reception</b><br/>Minibeasts<br/>Life-cycle of a butterfly<br/>Habitats</p> |
|                                | Focus on Godly play, daily prayers, Bible stories and other appropriate texts linked to our Church School values and have Noah Ark as a core text throughout the year.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                           |
|                                | <b>Reception</b> Re: Unit 1<br>Myself                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>Reception</b> RE: Unit 3/4 -<br>special people to me                                                                                                                                                                                                                                                                                                                                                                   | <b>Reception</b> RE: Unit 11 our<br>special books                                                                                                                                                                                                                                                                                                                                                  | <b>Reception</b> RE: Easter                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>Reception</b> RE: Creation Why<br>is the word God so<br>important?                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>Reception</b> RE: Unit 7 Our<br>beautiful world                                                                                                                                                                                                                                                                                                                                                                        |
| <b>ICT</b>                     | Children in the Early Years Foundation Stage will begin to investigate technological devices by exploration. With support from adults, they will use different technology for a purpose and begin to understand the function of different devices.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Global Learning</b>         | Within Early years we focus on different countries and the people wo live in them through discussing photographs, exchange projects, films clips and Picture News activities. Through daily discussions about special events and traditions we focus on, and celebrate, the different countries represented in the school/class. By linking activities to their previous experiences we develop their knowledge of features within their local community and compare these to different communities world wide. We have maps and atlases as part of continuous provision and focus on these weekly as part of our ‘language of the moment’ discussions.                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                           |

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| <b>Intent</b>                         | <p>At Bishop King, the development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. We encourage children to listen attentively and move to music. Our continuous provision provides children with opportunities to develop their confidence to be able to create individual pieces of work; choosing their own resources, techniques and ideas.</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Expressive arts and design</b>     | <p><b>Nursery</b><br/>Supporting and modelling pretend play – home corner – family members.<br/>Exploring a range of materials<br/>Make a range of marks with a range of tools using them appropriately.<br/>Join in with familiar parts of songs.<br/>Images of self and family.<br/>Representing objects and people in their images<br/>Artist of the month – discuss nationality, feeling likes and dislikes and techniques.<br/>Composer of the month</p> <p><b>Reception</b><br/>Drawing<br/>Me! - explore: growing, homes, colour, toys, how I look</p>                                                                                                                                                                                            | <p><b>Nursery</b><br/>Developing pretend play.<br/>Exploring a range of materials<br/>Make a range of marks with a range of tools.<br/>Drawing details on representations<br/>Sing whole song and listen to sounds.<br/>Move body to music<br/>Explore painting and colour.<br/>Explore a range of instruments.<br/>Clay diva’s<br/>Rangoli patterns<br/>Firework images<br/>Christmas characters<br/>Christmas cards using of media and techniques</p> <p><b>Reception</b><br/>Painting<br/>My Stories - explore: using your imagination, Christmas, Festivals, Fairies, Pirates, Treasure, Superheroes, Let's pretend, Once upon a time</p> | <p><b>Nursery</b><br/>Involve other in their imaginative play<br/>Developing own ideas and express using materials.<br/>Explore textures<br/>Draw enclosed spaces and represent objects.<br/>Images of people with faces<br/>Using paint to mix colours<br/>Listen with increased attention to sounds.<br/>Sing a range of songs.<br/>Use instruments in different ways.<br/>Make loud, quiet sounds and use instruments in different ways.<br/>Tap simple rhythms<br/>Copy sounds and movements to music.<br/>Dressing up as people who help us – role play<br/>Images of visitors</p> <p><b>Reception</b><br/>Collage<br/>Everyone! - explore: family, friends, people and music from around the world</p> | <p><b>Nursery</b><br/>Making small worlds of their own for play<br/>Developing own ideas and express using materials.<br/>Adapting as they make.<br/>Use textures to make an effect.<br/>Use tools and materials for a purpose.<br/>Drawing represent movement.<br/>Using paint to mix colours and talk about what is happening.<br/>Sing a range of songs using pitch.<br/>Identify different sounds.<br/>Make sounds for a purpose – eg. within a story<br/>Different cultures around the world - artists, music , stories and dance.<br/>Feely bags – describing objects.</p> <p><b>Reception</b><br/>Textiles<br/>Our World - explore: animals, jungle, minibests, night and day, sand and water, seaside, seasons, weather, sea, space</p> | <p><b>Nursery</b><br/>Use of narrative in pretend play – tradition stories, core text and repetitive texts<br/>Joining materials and explore textures.<br/>Use drawing to represent emotions.<br/>Use colours for a purpose.<br/>Say what they like or dislike about their creations.<br/>Notice what others do and adapt own creations.<br/>Sing using melody<br/>Respond to what they have heard.<br/>Matching sounds and movements to a tempo.<br/>Create sounds to accompany stories<br/>Story Character images showing emotions<br/>Stories and props in play.<br/>Making own props for use in play</p> <p><b>Reception</b><br/>Printing<br/>Big Bear Funk - A Transition Unit:<sup>SEP</sup>1. Listen and appraise Singing, improvising and playing classroom instruments 3.<br/>Perform and Share</p> | <p><b>Nursery</b><br/>Use of narrative in pretend play<br/>Joining materials and explore textures. Plan what they are doing. Create with a purpose.<br/>Use drawing to represent emotions.<br/>Make natural Art<br/>Say what they like or dislike about their creations.<br/>Create their own songs.<br/>Sing songs with instruments.<br/>Follow a rhythm.<br/>Use instrument to express feelings and ideas.<br/>Respond to music with movement – following a beat.<br/>3D minibests<br/>Making instruments.<br/>Making minibest outfits.</p> <p><b>Reception</b><br/>3D<br/>Reflect, Rewind and Replay: Consolidation of learning and contextualizing the history of music.</p> |
| <b>Composer / Artist of the month</b> | <p><b>Composer of the month</b> - Talking about how the music makes you feel, tapping to the tempo, moving bodies, discussing likes and dislikes, identifying instruments and finding out where the composer originates.</p> <p><b>Artist of the month</b> – Discussing what they can see, knowing and using the different techniques, finding out the country the Artist comes from and identifying likes and dislikes.</p>                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |

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| <b>Cultural Capital</b> | Use of outside space.<br>High quality language and communication skills modelled.<br>Access to high quality text within books throughout the curriculum |                                                                                         |                                                                                                     |                                                                                                                |                                                                                            |                                                                                         |
|                         | Woodland Walk<br>Outdoor space<br>Mealtimes together<br>Positive interactions<br>Stories                                                                | Autumn Walks<br>Outdoor space<br>Mealtimes together<br>Positive interactions<br>Stories | Fire Station<br>Visitors<br>Outdoor space<br>Mealtimes together<br>Positive interactions<br>Stories | Walking around local area<br>Castle<br>Outdoor space<br>Mealtimes together<br>Positive interactions<br>Stories | Cathedral visit<br>Outdoor space<br>Mealtimes together<br>Positive interactions<br>Stories | Lincoln City<br>Outdoor space<br>Mealtimes together<br>Positive interactions<br>Stories |