

Long term Curriculum overview –  
Year B – All about me, Spring colours, Summer Journeys



	<b>Autumn - All about me</b>		<b>Spring - Spring colours</b>		<b>Summer - Summer Journeys</b>	
<b>The Big Question!</b>	Who am I?	How do we celebrate?	What colours can we explore in Spring	What changes do we notice in Spring time?	Where would you like to go on a journey and how?	What are the different types of weather we see in the summer?
<b>Themes</b>	All about me Healthy Me Homes and houses Families	Seasonal Change Christmas Bonfire Night	Colours Feelings Observations	Seasonal Change Weather Winter Spring Easter	Transportation types Safety Personal experiences	Seasonal change Nature Natural world
<b>Possible celebrations and experiences</b>	Harvest – End September/ beg Oct Halloween Diwali Bonfire night Christmas Carol singing to parents		New Year's Day Chinese New Year (Lunar New Year) Pancake Day World Book Day Mother's Day St Patrick's Day Ramadan begins Easter Fire Engine Visit Police visit		Eid el-Fitr Father's Day Eid al-Adha Funfair rides? <a href="https://www.hireafunfair.com/attractions/childrens-rides/">https://www.hireafunfair.com/attractions/childrens-rides/</a> Farm visit Summer picnic lunch with parents	
<b>Key Questions</b>	Who are we? What do we look like? Do we look the same? What is my body? Names of simple body parts. Where do we live? Who can help me? What are senses?	What is a celebration? What do you celebrate at home? How do we celebrate birthdays? Who do you celebrate with? Do we all celebrate in the same way? Let's explore celebrations - Baptisms, Christmas, Diwali, Remembrance Day, and Bonfire Night.	What colours do you see in the garden/ trees/sky/flowers? How do these colours make you feel? Which colours do you like most and why? What would you colour your own spring picture? What plants are colourful in spring? Can you describe the colours you see using different words?	What is Spring? What happens in Spring? Can I see signs of Spring? What is new life? Which animals are born in Spring? Can I match animals to their young? Which plants grow in Spring? How can I care for them?	What is a journey? What do we do when we travel? Why do people need to travel? What journeys have you taken/ would like to take? How can we keep safe on different forms of transport? What should you do if you are lost or need help? How long does it take to travel to different places - park, church, mosque, temple, London, etc Can you draw a picture of a journey you've been on?	What do plants need to grow? How have plants changed from spring to summer? How do animals adapt to the summer? How is summer different to spring? What do you like about summer? How does the weather change during the day? How can we take care of our environment? How can we tell a story about summer?

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					Can you write your name on a ticket?	What songs can we sing about summer?
Key vocabulary	<p>Family, friend, boy, girl, name, mum, dad, brother, sister, teacher, child, hair, eyes, nose, mouth, face, skin, tall, short, curly, straight, different, same, colour, big, small, tall, short, head, arms, legs, hands, feet, fingers, toes, tummy, back, neck, head, hair, eyes, ears, mouth, nose, hands, feet, fingers, toes, house, home, garden, street, town, village, flat, cottage, room.</p>	<p>Party, fun, happy, special, exciting, event, dress up, decorations, food, games, music, home, family, love, dinner, cake, presents, together, sharing, favourite, birthday, cake, candles, sing, blow, wish, gift, card, invite, friends, balloons, party hat, games, mum, dad, brother, sister, friend, family, everyone, teacher, different, same, costumes, music, dance, food, lights, presents, tradition, special, church, water, baby, family, godparents, priest, Christmas tree, star, presents, Jesus, Nativity, Santa, lights, light, candles, Rangoli, dance, colours, sweets, family, India, poppy, soldiers, remember, peace, quiet, heroes, bonfire, fireworks, sparkles, noise, loud, Guy Fawkes, celebration.</p>	<p>Primary colours - Red, yellow, blue. Secondary colours - green, orange, purple Other colours - black, white, brown, pink, grey, etc Bright, dark, light, pastel, vivid, dull, shade, tone, mix, combine, blend, change, similar, different, sort, classify, pattern, rainbow, striped, spotted, sky, grass, fruit, flowers,</p>	<p>Spring, new life, change, hatch, nest, grow, seed, bulb, plant, leaf, flower, bug, environment, warm, rain, sunshine, flowers, blossom, buds, green, baby animals, lamb, chick, calf, foal, kitten, puppy, eggs, garden, plants, seeds, watering, soil, sunlight, leaves, trees, bees, birds, butterfly, caterpillar, grass, care, water, roots. People that help us visit: doctor, nurse, teacher, mum, dad, friend, police, firefighter, see, hear, smell, taste, touch, feel.</p>	<p>Journey, travel, bus, train, plane, car, ship, beach, park, town, city, village, museum, theme park, Airport, hot, cold, sunny, rainy, cloudy, sand, swim, play, build, explore, relax, pack, unpack, holiday, suitcase, tickets, map, passport, destination, route, direction, arrive, leave.</p>	<p>Summer, hot, warm, beach, sand, sea, water, flowers, butterflies, picnic, ice-cream, holiday, camping, tent, tree, plant, leaf, birds, insects, time, weather, emotions - happy, excited, relaxed.</p>

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<p>Communication and Language</p>	<p>Starting to use talk with familiar adults and peers creating sentences in their play</p> <p>Following instructions</p> <p>Answering questions (what, who, where, when)</p>	<p>Use short sentences to explain</p> <p>Listen to stories and songs with interest and engagement</p> <p>Using a wide range of words appropriately and in context</p>	<p>Joining in with familiar stories and rhymes</p> <p>Join in and recall stories with repetition</p> <p>Starting to show understanding of 'why' questions</p>	<p>Respond appropriately when questioned</p> <p>Pose my own simple questions to find out more</p> <p>Develop vocabulary</p> <p>Using different vocabulary including scientific and linked to stories</p>	<p>Take turns to speak in a conversation</p> <p>Explore the use of conjunctions to connect ideas</p> <p>Use language to explain, retell, describe</p>	<p>Respond to a range of question types- particularly link to 'why' questions</p> <p>Express a point of view</p> <p>Develop a wide-ranging vocabulary- scientific and descriptive</p>
<p>Personal, Social and Emotional Development</p>	<p>Rules and responsibilities linked to feelings</p> <p>Healthy lifestyles (inc teeth, food, exercise)</p>	<p>Friendships</p> <p>Working together and building play</p> <p>Developing sense of community</p>	<p>Building independence</p> <p>Select and use resources</p> <p>Showing more confidence in new social situations</p>	<p>Feelings</p> <p>Managing hygiene in terms of hand washing, toileting etc.</p>	<p>Develop understanding of others feelings</p> <p>Understand and follow rules</p>	<p>Maintaining relationships</p> <p>Developing ways to solve conflicts and rivalries</p>
<p>Physical Development</p>	<p>Revise and use fundamental movement skills e.g. run, jump hop</p> <p>Use core muscle strength to achieve good posture (start to develop handwriting posture)</p>	<p>Develop dominant hand for pencil control</p>	<p>Demonstrate strength, balance and co-ordination and experiment and use different ways of moving- bikes/ scooters etc.</p>	<p>Negotiate space and obstacles safely</p> <p>Use different movement styles to match situations e.g. crawling through tunnels etc.</p> <p>Use a range of tools effectively including pencils and scissors</p>	<p>Demonstrate different ways of moving</p> <p>Use of large-scale movements and balancing</p> <p>Using one handed tools and equipment</p>	<p>Use a range of small tools effectively- drawing with accuracy</p> <p>Develop the skills needed to get through the school day e.g. lining up</p> <p>Developing a comfortable pencil grip</p>
<p>Literacy</p>	<p>Phase 1 Phonics</p>	<p>Phase 1 Phonics</p> <p>Developing play linked to stories and retelling</p>	<p>Phase 1 Phonics + Phase 2 for children who are ready</p>	<p>Phase 1- strong focus on segmenting and blending orally; Initial sounds; Rhyming +</p>	<p>Phase 1- strong focus on segmenting and blending orally Initial sounds</p>	<p>Phase 1- strong focus on segmenting and blending orally Initial sounds</p>

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	<p>Developing mark making skills through gross motor movements</p> <p>Join in with stories, rhymes and songs</p>	<p>Sequencing and retelling stories</p> <p>Developing print knowledge</p>	<p>Development of fine motor skills</p> <p>Starting to show interest in letters of their name and familiar others e.g. m for mum</p> <p>Sequencing and retelling stories</p>	<p>Continue Phase 2 for children who are ready</p> <p>Using story vocabulary in play</p> <p>Writing letters from name (not all)</p> <p>Fine Motor Skills linked to mark making</p>	<p>Rhyming</p> <p>Developing emergent writing</p> <p>Acquiring and using new vocabulary</p>	<p>Rhyming</p> <p>Developing emergent writing</p> <p>Sequence and retell events and stories</p> <p>Write own name</p>
Maths	<p>Subitise up to 2</p> <p>Recite numbers past 5</p> <p>Make comparisons between objects- size, length, weight and capacity</p> <p>Use shapes for building thinking about their properties e.g. flat sides for stacking</p> <p>Spot patterns and talk about them e.g. stripes on a scarf</p>	<p>Experiment with their own symbols and marks</p> <p>Link numerals and amounts to 3</p> <p>Count to 3</p> <p>Use shapes for building thinking about their properties e.g. flat sides for stacking</p> <p>Describe familiar routes</p> <p>Discuss routes and locations- positional language</p>	<p>Make comparisons between objects related to size, height and length</p> <p>Capacity</p> <p>Make comparisons between quantities</p> <p>Say one number name for each item</p> <p>See 3 in different ways (through different manipulatives e.g. 3 sticks as a row/ triangle/ on top of each other) and recognise it without counting</p>	<p>Patterns- use patterned story The Train Ride- easy retelling</p> <p>Patterns</p> <p>Create and extend ABAB patterns</p> <p>Combine shapes to make new ones e.g. a bridge/ arch, bigger square, etc.</p> <p>Show 'finger' numbers to 5</p>	<p>Count, order, recognise and use numbers to 5</p> <p>Subitise up to 3 objects (recognise up to 3 objects quickly without counting)</p> <p>Comparisons between objects- 2D and 3D shapes (using informal vocab e.g. sides, straight, round, flat)</p>	<p>Solve real world problems</p> <p>More and fewer</p> <p>Experiment with own symbols and marks</p> <p>Identify, explain, continue and create patterns</p> <p>Sequence events using time language e.g. first, next, then</p>
Understanding the World	<p>Seasonal Change</p> <p>Understanding of community, cultures and people through diverse books and stories</p>					
	<p>Begin to make sense of their own life story</p> <p>Show interest in different occupations</p>	<p>Talk about what they see using a wide vocabulary</p> <p>Explore how things work</p>	<p>Explore how things work</p> <p>Explore forces such as pushes and pulls</p>	<p>Plant seeds and care for growing plants</p> <p>Understand the key features of the life cycle of a plant</p>	<p>Begin to understand the need to respect and care for the natural environment and all living things</p>	<p>Use all their senses in hands on exploration of natural materials</p>

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		Continue to develop positive attitudes about the differences between people	Use all their senses in hands on exploration of natural materials	Show interest in different occupations - Police, Fire service and Ambulance visit.	Know that there are different countries in the world and talk about photos or their experiences	
Expressive Arts and Design	Explore the use of colour and design  Explore tools and their uses	Invent and adapt stories through their role play and small world play  Remember and sing entire songs	Develop own designs and select materials  Create and adapt designs	Make use of props and materials in the role play area to re-create well known stories  Invent and adapt stories through their role play and small world play	Perform and create poems, songs and stories and play instruments  Invent and adapt stories through their role play and small world play	Explore the use of a range of tools  Have preferences for forms of expression and explain my use of materials and design  Develop pencil and tool control to create complex and detailed picture
Art and Design based Skills	Colour identification Colour mixing	Drawing with accuracy Selecting tools for a purpose	Primary colours Colour mixing with intent	Joining materials together	Exploring the use of textures	Consolidation and depth
Focus Texts (subject to change)	<b>I'm starting nursery</b> <b>Starting school</b> Lulu's First Day Why should I brush My Teeth? Room on the Broom Dogger Oliver's Fruit Salad <b>+ books from the LRE topic box</b>	<b>Stickman (Seasons)</b> Diwali Fireworks Safety Twinkle Twinkle Chocolate Bar Peace at Last Owl Babies Santa is coming to Northampton Say Hello to the Snowy Animals <b>+ books from the LRE topic box</b>	<b>Learn about the colours (Monster school)</b> Red Rockets and Rainbow Jelly Big Red Bath The Emperor Who Hated Yellow Charlie and Lola's colours The Day the Crayons Came Home <b>+ books from the LRE topic box</b>	<b>I love the Seasons: Spring</b> The Rhyming Rabbit Pip and Egg That's MY Flower The Spring Rabbit One Springy Day Bella Loves Bugs Busy Spring: Nature Wakes Up Tad A Good Place Sam plants a Sunflower It starts with a Seed <b>+ books from the LRE topic box</b>	<b>A World Full of Journeys and Migrations</b> Mr Gumpy's Motor Car How to Build a Racing Car Red Lorry, Yellow Lorry The Runaway Train We catch the Bus Cycle City Astro Girl Emma Jane's Aeroplane Journey My Big Book of Transport <b>+ books from the LRE topic box</b>	I love the Seasons: Summer Hello Summer Splash Day When Ice Cream had a Meltdown Hot Dog The Great Hamster Getaway You Can't Take an Elephant on Holiday Sun by Sam Usher Clean Up At the Beach <b>+ books from the LRE topic box</b>



Phonics – We follow our own phonics scheme with a strong emphasis on phase 1. Children who are ready to learn the initial sounds will follow

	Term 1	Term 2	Term 3	Term 4	Term 5
Objective linked to EYFS 2021	<ul style="list-style-type: none"> <li>Listen attentively and carefully</li> <li>Use a wide range of words correctly and in context</li> <li>Develop a wide-ranging vocabulary- both scientific and descriptive</li> <li>Listen to stories and songs with interest and engagement</li> </ul>	<p>As term 1 Plus: Developing phonological awareness e.g. syllables in words</p> <ul style="list-style-type: none"> <li>Children who are ready at this stage will focus on Aspect 5 – Initial sounds and Aspect 7 – Oral Segmenting and Blending</li> </ul>	Developing phonological awareness: rhyme, rhythm, syllables	Developing phonological awareness Identify initial sounds in words Start to write some letters from my own name	Developing phonological awareness- oral blending and segmenting Recognising initial sounds
Aspect of Phase 1 phonics	<p><b>General Sound Discrimination</b> Aspect 1: Environmental Sounds Aspect 2: Instrumental Sounds Aspect 3: Body Percussion</p>	Aspect 6: Voice Sounds	Aspect 4: Rhythm and Rhyme	Aspect 5: Initial Sounds and Alliteration	Aspect 7: Oral Segmenting and Blending
Key Skills	Listen attentively	<ol style="list-style-type: none"> <li>Listen attentively</li> <li>Increase their vocabulary</li> </ol>	<ol style="list-style-type: none"> <li>Listen attentively</li> <li>Increase their vocabulary</li> </ol>	<ol style="list-style-type: none"> <li>Listen attentively</li> <li>Increase their vocabulary</li> </ol>	<ol style="list-style-type: none"> <li>Discriminate phonemes</li> <li>Reproduce audibly the phonemes they</li> </ol>



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		<ol style="list-style-type: none"> <li>3. Speak confidently to adults and other children</li> <li>4. Discriminate phonemes</li> <li>5. Reproduce the phonemes they hear, in order, all through the word</li> <li>6. Use sound-talk to segment</li> </ol>	<ol style="list-style-type: none"> <li>3. speak confidently to adults and other children</li> <li>4. discriminate phonemes</li> </ol>	<ol style="list-style-type: none"> <li>3. Speak confidently to adults and other children</li> <li>4. Discriminate phonemes</li> </ol>	<ol style="list-style-type: none"> <li>hear, in order, all through the word</li> <li>6. Use sound-talk to segment words into phonemes.</li> </ol>
<p>In the term before children start their Reception Year, we focus on Aspect 5 – Initial Sounds and Aspect 7 – Oral Segmenting and Blending to support children to make a solid start in their phonics learning and provide good foundations for the teaching and learning of reading and writing skills.</p>					
<p>Children who are at risk of falling behind with specific speech, language or auditory processing issues have additional support and interventions.</p>					

## How we learn

<b><i>Pedagogy/ Delivery</i></b>	<ul style="list-style-type: none"> <li>• Children arrive and choose from a range of activities inside and outside. Parents are encouraged to say goodbye and leave promptly once children are settled.</li> <li>• Adults are available to support with observing, scaffolding learning and settling children – this can be through adult led small group work, whole class group time or in the moment planning.</li> </ul>
Adult's role	<p><b>Maintaining enabling environment</b></p> <ul style="list-style-type: none"> <li>• Ensure environment is prepared- indoors and outside.</li> <li>• Prepare and re-stock resources.</li> <li>• Scan area and address issues during sessions (e.g. resource accessibility, dangers, etc).</li> <li>• Help pupils use resources appropriately.</li> <li>• Ensure children maintain environment – encourage children to tidy areas when play is complete.</li> </ul>
	<b>Quality interactions</b>



	<ul style="list-style-type: none"> <li>• Move around the setting to where individuals/ groups are playing.</li> <li>• Allow children to set the agenda – follow their lead for ‘In the Moment Planning.’</li> <li>• Lead group activities to teach new skills.</li> <li>• Commentate using simple language or visual prompts if necessary.</li> <li>• Give time for children to respond.</li> <li>• Support activity to ensure success without taking over.</li> <li>• Model/extend language – e.g. correct sentence structure or adding an adjective to describe a word used by the child.</li> <li>• Demonstrate understanding of child development.</li> </ul>
	<p><b>Managing behaviour</b></p> <ul style="list-style-type: none"> <li>• Choose a position that can scan the largest possible area</li> <li>• Scan the area regularly and address inappropriate behaviour</li> <li>• Respond with consistency – be fair but firm if required.</li> <li>• Model language and actions for children to solve disputes.</li> <li>• Approach children showing low level involvement and try and promote engagement</li> <li>• Indoors remind children to use quiet voice and calm behaviour.</li> </ul>
	<p><b>Observation and record keeping</b></p> <ul style="list-style-type: none"> <li>• Contribute to observations of ‘wow’ moments to be shared with parents on Dojo.</li> <li>• Contribute to weekly observations of focus group children.</li> <li>• Arrange and meet with Focus group parents to discuss progress.</li> <li>• Pass any information regarding progress or concerns to Headteacher to investigate next steps.</li> </ul>