

St Andrew's C of E Primary and Nursery School

F2 Curriculum Yearly Overview

Area of Learning	Aspect of Learning	Key skills, concepts, and concepts	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Characteristics of effective learning
			Celebrating Our Community		Keeping Healthy		Being Brave		
			Once Upon a Time	Autumn/Sparkle and Shine	Starry Night	Ready Steady Grow	Big Wide World	Animal Safari	
Communication and Language	Listening, Attention and Understanding	<ul style="list-style-type: none">• Listening• Attention• Demonstrate understanding• Responding to an answer• Understanding and responding to questions.	<ul style="list-style-type: none">• Learning routines• Transition signals• Engaging in conversation• Respond to 'where', 'when', 'why' and 'how' questions about themselves.• Follow instructions• Understand how to listen carefully and why listening is so important.	<ul style="list-style-type: none">• Communication about familiar people and events• Respond to events and provocations• Learn new vocabulary• Respond to others with relevant comments• Listens to stories with enjoyment.	<ul style="list-style-type: none">• Maintain attention• Responds appropriately to questions in context.• Asks questions in response.• Respond to and interact with a friend or adult appropriately.	<ul style="list-style-type: none">• Two Channelled attention• Use new vocabulary through the day.• Ask questions to find out more and to check they understand what has been said to them.	<ul style="list-style-type: none">• Listen attentively in numerous situations• Responds to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions• Respond to how and why questions in response to other people and stories	<ul style="list-style-type: none">• Make comments about what they have heard and ask questions to clarify their understanding• Hold conversation when engaged in back-and-forth exchanges with their teacher and peers• Listens in new situations and larger groups• Responds to and answers questions in response to ideas and events	<p>Playing and Exploring:</p> <ul style="list-style-type: none">• Realise that their actions have an positive effect on the world, so they want to keep repeating them.• Make independent choices.• Respond to new experiences that you bring to their attention <p>Active Learning:</p> <ul style="list-style-type: none">• Participate in routines.• Keep on trying when things are difficult <p>Creating and thinking Critically:</p> <ul style="list-style-type: none">• Review their progress as they try to achieve a goal. Check how well they are doing• Know more, feel confident about coming up with their own ideas.
		<ul style="list-style-type: none">• Share and appreciate stories and story telling• Daily story time- reread, revisit, and retell• Story of the week• Our favourite stories• Story words• Children's Interests• Whole school; word of the week• Rhymes, songs, and poems• Daily song time• Weekly Music							

	Speaking	<ul style="list-style-type: none"> • Speaking • Questions • Vocabulary • Tenses • Reasoning • Clarifying thinking • Narrative 	<ul style="list-style-type: none"> • Answer questions • Speaking in short sentences • Can talk about me and my life • Communicate about events significant to them 	<ul style="list-style-type: none"> • Communicate to take turns listening and speaking • Know many rhymes, be able to talk about familiar books and be able to tell a long story. • Engage in story times. 	<ul style="list-style-type: none"> • Use tenses in conversations • Reasoning – why things happen • Use well-formed sentences • Question to extend their own learning • Develop the use of plurals • Use longer sentences of four to six words. 	<ul style="list-style-type: none"> • Be able to express a point of view and to debate when they disagree with and adult or a friend, using words as well as actions. • Can start a conversation with an adult or a friend and continue it for many turns. • Use talk to organise themselves and their play • Clarify thinking and connect ideas 	<ul style="list-style-type: none"> • Describe events in detail. • Use talk to help work out problems and organise thinking and activities • Explain how things work and why they might happen. • Develop social phrases. • Articulate their ideas and thoughts in well-formed sentences. 	<ul style="list-style-type: none"> • Participate in all discussions. • Offer explanations for why things might happen, making use of recently introduced vocabulary • Express their ideas and feelings about their experiences • Use of past, present, and future tenses and making use on conjunctions 	<p>Playing and Exploring:</p> <ul style="list-style-type: none"> • Respond to new experiences that you bring to their attention. • Bring their own interests and fascinations into early years settings. This helps them to develop their learning. <p>Active Learning:</p> <ul style="list-style-type: none"> • Begin to predict sequences because they know routines. <p>Creating and thinking critically:</p> <ul style="list-style-type: none"> • Solve real problems • Make more links between those ideas.
			<ul style="list-style-type: none"> • Word of the week • Story words linked to story of the week • Continuous provision words • Communication friendly spaces • NELI • Family Box • Talk partners 						

Personal, Social and Emotional Development

Personal, Social and Emotional Development		PSHE (JIGSAW)	Being Me In My World	Celebrating Difference	World of Work	Healthy Me	Relationships	Changing Me	
	Self-regulation	<ul style="list-style-type: none">Express their feelings- share and show how they feelManage – adapt behaviour to new routine.	<ul style="list-style-type: none">Express their feelingsShare and show how they feelManage/adapt behaviour to new routine.	<ul style="list-style-type: none">Communication: recall experiences, make choicesUnderstand how others feelShare experiences similar and different	<ul style="list-style-type: none">Communication: recall experiences, make choicesUnderstand how others feelShare experiences similar and different	<ul style="list-style-type: none">Express feelings: pride in achievements.	<ul style="list-style-type: none">Manage work with and negotiate with othersUnderstand how others feel- empathy	<ul style="list-style-type: none">Manage/ adapt behaviour for new transition situationUnderstand feelings about transition	Playing and Exploring: <ul style="list-style-type: none">Realise that their actions have an effect on the world, so they want to keep repeating them.Make independent choices.Bring their own interests and fascinations into early years settings. Active Learning: <ul style="list-style-type: none">Participate in routinesKeep on trying when things are difficult.Begin to correct their mistakes Creating and thinking critically: <ul style="list-style-type: none">Review their progress.Feel confident about coming up with ideasMake links between those ideas.Concentrate on achieving something that's important.
	Managing self	<ul style="list-style-type: none">Self-awarenessWork togetherIndependenceConfidenceResponsibility CommunicationSelf-careSafetyKeeping HealthyVocabularyCommunication	<ul style="list-style-type: none">Self-AwarenessConfidence in new situation.Responsibility belongings.Self-care and safetyMy own body.Healthy body and mental health	<ul style="list-style-type: none">IndependenceConfidence-try new activities and making choices.Responsibility – class resources.Communicate own needs.	<ul style="list-style-type: none">Independence- tasks and learning to learn.Communication – listen, speak, reflect, respond.Being safe- travel in local community.Screen time	<ul style="list-style-type: none">Self-Awareness – strengths /weaknesses.Responsibility- care and concern.Safety.Keeping healthy and vocab.ToothbrushingHealthy EatingExercise Sleep	<ul style="list-style-type: none">Independence – work on own and with others.Communication s to negotiate and plan.Being safeIndependently manging the school day	<ul style="list-style-type: none">Confidence – seek a challenge.Independence around self-care and safetyTransition	
			<ul style="list-style-type: none">Self-care and Keeping Healthy (See also PD)Manage own needs - Hygiene, dressing, healthy living						
Building relationships	<ul style="list-style-type: none">Build friendshipsWorking togetherUse languageSocial skillsRecognise the needs of othersCommunication	<ul style="list-style-type: none">Build new friendshipsWork togetherUnderstand simple rules.	<ul style="list-style-type: none">Working togetherCollaborate on tasks (focus on sharing and turn taking).	<ul style="list-style-type: none">Social skills and positive interactions with othersUse language in play	<ul style="list-style-type: none">Communication – explain own knowledge and understanding.	<ul style="list-style-type: none">Work together collaboration and being considerate to the needs of others	<ul style="list-style-type: none">Work together – take on other's ideasUse language – planning play		

Physical Development

See PSED Progression Grid/Curriculum Map for further details

See PSED Progression Grid/Curriculum Map for further details									
		PE: Striva	Agility, Space, Movements	Gymnastics	Dance-Fairy Tales	Skill based challenges	Catching and Throwing	Athletics	Playing and Exploring:
Physical Development	Gross Motor	<ul style="list-style-type: none">Fundamental movement skillsGross motor skillsSpatial AwarenessSafety AwarenessApparatusMovement of body partsUse vocabulary linked to MovementMovement SafetyFMS manipulationHand eye coordination	<ul style="list-style-type: none">Jump and land safely from a small height.Negotiate space and obstacles safely with consideration of themselves and others.Gradually gain control of their whole body through continual practice of large movementsMove in and out of space safely and move with some confidence and imagination.	<ul style="list-style-type: none">Create basic shapes such as pencil, tuck, and star with bodyUse different ways of travelling across a mat and a bench.Create basic shapes such as pencil, tuck and star with body.Explore different jumping movement skills: Jumping and landing using 2 feet, forwards and backwards.	<ul style="list-style-type: none">Perform a simple dance to a given theme in a small group or pairs.Create movement to a given count of music working in unison with a partnerInterpret music to inspire movement	<ul style="list-style-type: none">Develop an understanding of space.Sliding and throwing an object such as a beanbag, with some accuracy.Throw objects using a chest past or overarm technique.Throw objects towards a target with some accuracy. position body correctly towards a target.	<ul style="list-style-type: none">Striking an object using different parts of the body.Catch an object, such as a beanbag with two hands.Bounce and then catch a ball with some continuity.Throw, roll and catch a ball with a partner with some continuity.Discuss what went well in performance.	<ul style="list-style-type: none">Travel at varying speeds including sprinting.Jump with some control, landing safely to different distances.Develop jumping for height, clearing a low-level obstacle.Throw and catch a small ball	<ul style="list-style-type: none">Plan and think ahead about how they will explore or play with objectsRespond to new experiences that you bring to their attention
		<ul style="list-style-type: none">Fundamental Movement Skills<ul style="list-style-type: none">LocomotorBody ControlObject Control							
	Fine Motor	<ul style="list-style-type: none">Movement of body partsStrength Pencil gripLines and PatternsDrawing CommunicationManipulation and ControlControl of writing tools and equipmentLetter formation	<ul style="list-style-type: none">Movement of body parts. Strength.Mark makingUse a comfortable grip with good controlUse one handed tools and equipment	<ul style="list-style-type: none">LinesPatternsDrawingPencil gripLetter formationBe increasingly independent as they get dressed and undressed, for example, putting coats on a doing up zips.	<ul style="list-style-type: none">DrawingPencil gripLetter formationUse a range of tools competently, safely and confidently.Use their core muscle strength	<ul style="list-style-type: none">Control of writing tools and equipmentLetter formationDevelop the foundations of a handwriting style which is fast, accurate and efficient	<ul style="list-style-type: none">Letter formationManipulation and controlUse a range of small tools,Begin to show accuracy and care when drawing.	<ul style="list-style-type: none">Letter formationManipulation and controlHold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.	Creating and thinking critically: <ul style="list-style-type: none">Review their progress as they try to achieve a goalMake more links between those ideasConcentrate on achieving something that's important to them
		<ul style="list-style-type: none">Dough DiscoFine Motor Table/Daily Enhanced<ul style="list-style-type: none">Pencil gripScissor skillsManipulation and control when using tools and equipment							
See PE Progression Grid/Curriculum Map for further details									

See PE Progression Grid/Curriculum Map for further details

Literacy	Reading	Comprehension	<ul style="list-style-type: none">• Comprehension• Understanding• Listen to• Respond to• Predict• Recite• Talk about• Re-tell• Sequence• Act out• Recall	In addition to systematic phonics: <ul style="list-style-type: none">• handling book• difference between text and picture• Recite- Rhymes• Poems• Familiar texts.	In addition to systematic phonics: <ul style="list-style-type: none">• Follows print• Makes predictions• Uses picture clues	In addition to systematic phonics: <ul style="list-style-type: none">• Talk about events• Retell	In addition to systematic phonics: <ul style="list-style-type: none">• Respond to and retell- responds to questions• Recall main points	In addition to systematic phonics: <ul style="list-style-type: none">• Retell and act out stories• Think about characters• Feelings• Thoughts.	In addition to systematic phonics: <ul style="list-style-type: none">• Talk with others about what they have read• Feelings and opinions of stories	Playing and Exploring: <ul style="list-style-type: none">• Guide their own thinking and actions by referring to visual aids or by talking to themselves while playing• Make independent choices.• Bring their own interests and fascinations into early years settings.• Respond to new experiences that you bring to their attention. Active Learning: <ul style="list-style-type: none">• Show goal-directed behaviour• Begin to correct their mistakes themselves• Keep on trying when things are difficult. Creating and thinking critically: <ul style="list-style-type: none">• Review their progress as they try to achieve a goal• Check how well they are doing• Know more, so feel confident about coming up
			<ul style="list-style-type: none">• Stories and Storytelling<ul style="list-style-type: none">• Story of the week• Our Favourite stories• Children’s interests• Fiction and non-fiction texts							
			Story of the Week							
			<ul style="list-style-type: none">• Ugly Duckling• Goldilocks• Jack and the bean stalk• The three little Pigs• Gingerbread Man• Cinderella	<ul style="list-style-type: none">• Pumpkin Soup• Kippers Birthday• Story of Hannukah• Story of Rama and Sita• The Christmas Story• The Jolly Christmas Postman• The night before Christmas	<ul style="list-style-type: none">• Peace at last• Owl Babies• Can’t you sleep little bear• Whatever Next• How to catch a star• The Way back home	<ul style="list-style-type: none">• Jaspers Beanstalk• Oliver’s Vegetable• Handa’s Surprise• The gigantic Turnip• Farmer Duck• The Very hungry Caterpillar	<ul style="list-style-type: none">• Our World• Walk this world• All are welcome• Water• Clean up• David Attenborough• Little People• Big Dreams	<ul style="list-style-type: none">• Dear Zoo• Monkey Puzzle• Rumble in the Jungle• Elmer• Book of animals here we are• Animal Homes		

Mathematics

White Rose Scheme of Learning:

Key language:

- Cardinal
- Classification
- conservation (of number)
 - numeral
 - ordinal
 - partition
 - subitise
 - number
 - quantity

		The Counting Principles	Getting to know you	Just Like Me	It's Me 1 2 3	Light and Dark	Alive in 5	Growing 6,7,8	Building 9 and 10	To 20 and Beyond	First, then and now	Find my pattern	On the move	Playing and Exploring:
Number	<ul style="list-style-type: none">• Rote counting• Recognition• Counting• Objects Sense• Ordinal numbers• Fractions• Graphics• Calculating• Vocabulary	<ul style="list-style-type: none">• The one-to one principle• The stable order principle• The cardinal principle• The abstraction principle• The order irrelevance principle	<ul style="list-style-type: none">• Match• Sort• Compare amounts	<ul style="list-style-type: none">• Representing• Comparing• Composition of 1,2,3• Representing number to 5• One more and one less	<ul style="list-style-type: none">• Introducing zero• Comparing numbers to 5• Composition of 4 and 5 6,7,8• Making Pairs	<ul style="list-style-type: none">• Combining 2 groups• 9 and 10• Comparing numbers to 10• Bonds to 10	<ul style="list-style-type: none">• Building Numbers• Beyond 10• Counting Patterns• Beyond 10• Adding More• Taking Away	<ul style="list-style-type: none">• Doubling• Sharing• Grouping• Odd and Even• Deepening Understanding• Patterns and Relationships						<ul style="list-style-type: none">• Plan and think ahead about how they will explore or play with objects.• Make independent choices.
	Numerical Patter	<ul style="list-style-type: none">• Shape and Space• Measurement• Distance• Weight• Volume• Capacity• Money• Time		<ul style="list-style-type: none">• Compare size• Mass• Capacity• Exploring Pattern	<ul style="list-style-type: none">• Circles• Triangles• Positional Language• Shapes with 4 sides• Time	<ul style="list-style-type: none">• Compare Mass• Capacity• Length• Height	<ul style="list-style-type: none">• Time 3d Shape Pattern	<ul style="list-style-type: none">• Spatial Reasoning• Match• Rotate• Manipulate• Compose• Decompose	<ul style="list-style-type: none">• Spatial Reasoning• Visualise• Build• Mapping					<ul style="list-style-type: none">• Begin to correct their mistakes themselves• Keep on trying when things are difficult
														Active Learning: <ul style="list-style-type: none">• Review their progress• Check how well they are doing.• Solve real problems• Concentrate on achieving something

See Maths Progression Grid/Curriculum Map for further details

Understanding of the World	Past and present	<ul style="list-style-type: none"> • Historical Development • Communication • Observe • Describe • Recall • Chronology • Vocabulary 	<ul style="list-style-type: none"> • People: Fairy tale characters • Themselves-all about me • Their own family • Friends and significant people • Objects – special to them • Events- special to you and your family • Places-special to thme/books 	<ul style="list-style-type: none"> • People-The Christmas story/Religious characters • Themselves- what do you like/celebrate/birthdays • Their own family- what do you celebrate • Their own history 	<ul style="list-style-type: none"> • People-Astronauts/People in history space related • Friends and other people-wider community • Events- Historical events in time. 	<ul style="list-style-type: none"> • Objects-Vegetables/fruit/flowers/planting • Artefacts • Wider community-people who help us 	<ul style="list-style-type: none"> • People-From around the world • Significant People through countries and stories • Places – Local and then wider community and world. • Visits-School trip/animals 		
	See History Progression Grid/Curriculum Map for further details								
	People, Culture and Communities	<ul style="list-style-type: none"> • Cultures and Beliefs • Communication • Respect • Observe • Describe • Research • Vocabulary 	<ul style="list-style-type: none"> • People: Fairy tale characters • Themselves-all about me • Their own family • Friends and significant people • Objects – special to them • Events -birthdays • Places-special to thme/books 	<ul style="list-style-type: none"> •People-The Christmas story/Religious characters •Themselves- what do you like/celebrate/birthdays •Their own family- what do you celebrate •Their own history School staff 	<ul style="list-style-type: none"> • Visitors-jobs/people who help us • Occupations-people who help us • Local community • Events - Observe, describe and research events eg Christmas, Diwali, Remembrance Day. • Places- special places in the local area. 	<ul style="list-style-type: none"> • Places-where food grows • Compare and contrast different food form different cultures 	<ul style="list-style-type: none"> • Animals-from around the world • People-From around the world • Significant People through countries and stories • Places – Local and then wider community and world. • Visits-School trip/animals • Travel-transport 		
	See RE Progression Grid/Curriculum Map for further details								
	People, Culture and Communities	The Natural World	<ul style="list-style-type: none"> • Geographical • Development • Communication • Mapping • Fieldwork • Enquiry • Use of Technology 	<ul style="list-style-type: none"> • Maps- where we live • Seasons • Weather • Human Features • Physical Features of other places in the wider world 	<ul style="list-style-type: none"> • Local area- community in special occasions • School and environment 	<ul style="list-style-type: none"> • Physical and human features • Different local environments; woods, housing estate • Features of other places in the wider world- through celebrations and festivals 	<ul style="list-style-type: none"> • Physical Features with different places-farming, planting and growing • Local environment- farming 	<ul style="list-style-type: none"> • Places-around the world • Compare and contrasts-countries 	<ul style="list-style-type: none"> • Maps-world map • Story maps • Pulling information from maps • Creating our own.
Impact and effect of the seasons and weather									
See Geography Progression Grid/Curriculum Map for further details									

The Natural World	<ul style="list-style-type: none">• Working Scientifically• Explore/Observe• Describe• Record• Questioning• Explain• Research• Equipment• Measure• Compare• Sort• Group• Identify• Classify• Test• Vocabulary	<ul style="list-style-type: none">• Plants• Animals (humans)• Animals (besides humans)• Environment• Materials• Light• Sound	<ul style="list-style-type: none">• Environment• Explore new natural world around them	<ul style="list-style-type: none">• Materials: Changes of state• Forces: Floating and Sinking.• Environment: explore and observe local environment	<ul style="list-style-type: none">• Plants and animals• Explore and observe local environment	<ul style="list-style-type: none">• Plants-planting vegetables• Explore and observe local environment	<ul style="list-style-type: none">• Light and Sound	<ul style="list-style-type: none">• Animals• Explore and observe local environment	
	See Science Progression Grid/Curriculum Map for further details								
	Technology	<ul style="list-style-type: none">• Generic skills and knowledge• Purple Mash- Mini mash used during provision• Linked to Text and Digital Imagery• Audio• Data Handling• Online Safety	<ul style="list-style-type: none">• Generic - Use of Interactive whiteboard• Purple Mash• Talking pegs	<ul style="list-style-type: none">• Taking photos and videos on iPad's	<ul style="list-style-type: none">• Taking photos and videos on iPad's• Voice recording themselves on the iPad's	<ul style="list-style-type: none">• Taking photos and videos on iPad's• Voice recording themselves on the iPad's• Recording their voices on the Microphones to help with Literacy	<ul style="list-style-type: none">• Taking photos and videos on iPad's• Voice recording themselves on the iPad's• Recording their voices on the Microphones to help with Literacy• Programming Beebots	<ul style="list-style-type: none">• Taking photos and videos on iPad's• Voice recording themselves on the iPad's• Recording their voices on the Microphones to help with Literacy• Programming Beebots	<ul style="list-style-type: none">• Taking photos and videos on iPad's• Voice recording themselves on the iPad's• Recording their voices on the Microphones to help with Literacy• Programming Beebots• Using the Robot to record, take photos and videos or their work.
Class discussions on internet safety									
Generic - Use of Interactive whiteboard -Purple Mash and talking pegs									
See Computing Progression Grid/Curriculum Map for further details									

Expressive Art and Design	Creating with Materials	<ul style="list-style-type: none"> • Art Observation • Communication • Awareness • Physical Skill • Art processes • Techniques • Evaluation 	<ul style="list-style-type: none"> • Painting (including printing) • Drawing • Collage • Malleable Materials 	<ul style="list-style-type: none"> • Drawing – early mark-making, • Self portraits • Collage 	<ul style="list-style-type: none"> • Painting • Colour mixing • Printing, 	<ul style="list-style-type: none"> • Sculpture • Construction • Techniques • Evaluation 	<ul style="list-style-type: none"> • Observation through Aesthetic • Awareness • Communication • Malleable Materials 	<ul style="list-style-type: none"> • Developing Art • Processes through collaboration and reflection 	
		See Art Progression Grid/Curriculum Map for further details							
	Being Imaginative and Expressive	<ul style="list-style-type: none"> • Designing and Making • Explore • Design • Make • Evaluate • Tools and Equipment • Safety 	<ul style="list-style-type: none"> • Con. Kits • Constructing • Using reclaimed materials • Using resources, tools, and equipment • Designing, making and evaluating 	<ul style="list-style-type: none"> • Constructions with reclaimed materials. • Introduce techniques. 	<ul style="list-style-type: none"> • Constructions with reclaimed materials. • Developing skill and purpose. 	<ul style="list-style-type: none"> • Joining techniques • Using resources, tools and equipment 	<ul style="list-style-type: none"> • Large scale construction. 	<ul style="list-style-type: none"> • Design • Make • Evaluate 	
		See Design and Technology Progression Grid/Curriculum Map for further details							
	<ul style="list-style-type: none"> • Being Imaginative • Experiment • Respond • Represent ideas • Recreate • Expression • Communication 	<ul style="list-style-type: none"> • Creative • Role play • Small World • Stories • Music • Themes and Interests 	<ul style="list-style-type: none"> • Role-Play • Creative • Small world • Own experiences 	<ul style="list-style-type: none"> • Creative • Role play • Small World • Stories • Own experiences and ideas-recreate • Themes and interests • Celebrations and festivals 	<ul style="list-style-type: none"> • New and familiar stories. • Own experiences and ideas-recreate. 	<ul style="list-style-type: none"> • Themes and Interests • New and familiar stories 	<ul style="list-style-type: none"> • Themes and Interests • Landscapes and environments 	<ul style="list-style-type: none"> • Themes and interests • Culture and places 	
See Music Progression Grid/Curriculum Map for further details									