

ROBINS CURRICULUM OVERVIEW 2019-2020



AUTUMN TERM Values - Kindness & self-control	SPRING TERM Values – perseverance & respect	SUMMER TERM Values – joy & gratitude
PERSONAL, SOCIAL & EMOTIONAL DEVELOPMENT		
<p>Daily opportunities for children to: Engage in child-led, free-flow activity with adults observing, supporting and extending play. Discuss ideas and themes with talk partners and in circle time.</p> <p>Use visual prompts and reminders to develop understanding of the class/school routines and rules.</p> <p>CORNERSTONES THEME: DO YOU WANT TO BE FRIENDS? Focus Teach: It's good to be me! Keeping healthy and safe.</p> <p>EY Outcomes We are working towards: Making relationships - Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. Self-confidence & self-awareness - Children are confident to try new activities and say why they like some activities more than others. They say when they do or don't need help. Managing feelings & behaviour - Children adjust their behaviour to different situations and take changes of routine in their stride. They work as part of a group or class and understand and follow the rules.</p>	<p>Daily opportunities for children to: Discuss ideas and themes with talk partners and in circle time. Talk to the whole class. Make choices, collaborate and co-operate in their learning.</p> <p>CORNERSTONES THEME: WHAT HAPPENS WHEN I FALL ASLEEP? Focus Teach: People who help us - Expect respect.</p> <p>EY Outcomes We are working towards: MR – Children show sensitivity to others' needs and feelings and form positive relationships with adults and other children. SC - Children are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. FB - Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable.</p>	<p>Daily opportunities for children to: Independently complete a specified task. Speak in small groups and to the class. Evaluate their work (Plan-do-Review)</p> <p>Focus Teach: Relationships (resolving conflict) and Change (preparing for transition)</p> <p>EY Outcomes We are working towards: MR - Children play group games with rules. They understand someone else's point of view can be different from theirs. They resolve minor disagreements through listening to each other to come up with a fair solution. They understand what bullying is and that this is unacceptable behaviour. SC - Children are confident to speak to a class group. They can talk about the things they enjoy, and are good at, and about the things they don't find easy. They are resourceful in finding support when they need help or information. They can talk about the plans they have made to carry out activities and what they might change if they were to repeat them. FB - Children know some ways to manage their feelings and are beginning to use these to maintain control. They can listen to each other's suggestions and plan how to achieve an outcome without adult help. They know when and how to stand up for themselves appropriately. They can stop and think before acting and they can wait for things they want.</p>
COMMUNICATION & LANGUAGE		
<p>Daily opportunities for children to: Listen to, join in and talk about stories through story scribing. Generate and respond to a range of questions. Engage in story-telling through story-scribing, small-world and role play.</p>	<p>Daily opportunities for children to: Interact with peers in child-led and collaborative learning. Take part in small group and whole class adult led activity. Follow increasingly complex instructions and work independently. Talk in a range of contexts and for a range of purposes.</p>	<p>Daily opportunities for children to: Follow a class story, sometimes without pictures or props. Follow increasingly complex instructions and work more independently.</p> <p>Focus Teach: Begin to join whole school assembly. Guided and</p>

<p>Focus Teach: Shared Reading/Story-scribing</p> <p>EY Outcomes Listening and attention: Children listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. Understanding: They answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events. Speaking: They develop their own narratives and explanations by connecting ideas or events.</p>	<p>Focus Teach: Guided and Independent Reading</p> <p>EY Outcomes LA Children give their attention to what others say and respond appropriately, while engaged in another activity. Children listen attentively in a range of situations. U Children follow instructions involving several ideas or actions. S They use past, present and future forms accurately when talking about events that have happened or are about to happen in the future. Children express themselves effectively, showing awareness of listeners’ needs.</p>	<p>Independent Reading.</p> <p>EY Outcomes LA Children listen to instructions and follow them accurately, asking for clarification if necessary. They listen attentively with sustained concentration to follow a story without props and can listen in a larger group, for example at assembly. U After listening to stories children can express views about events or characters in the story and answer questions about why things happened. They can carry out instructions which contain several parts in a sequence. S Children show some awareness of the listener by making changes to language and non-verbal features. They recount experiences and imagine possibilities, often connecting ideas. They use a range of vocabulary in imaginative ways to add information, express ideas, or to explain or justify actions or events.</p>
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PHYSICAL DEVELOPMENT

<p>Daily opportunities for children to: Write their given first name. Engage in fine motor activities. Engage in creative activities, using a range of tools and equipment safely.</p> <p>Focus Teach: pre-writing skills. PE - large apparatus/dance Design and make – name cards and labels, greeting cards and envelopes. Make playdough. Follow recipes to make simple healthy snacks – sandwiches/toast/porridge/smoothies/salads</p> <p>EY Outcomes Moving and handling: Children move confidently in a range of ways, safely negotiating space. Uses mark-making equipment, including pencils, to draw and to form letter-like shapes. Uses simple tools to effect changes to materials and handle tools, objects, construction and malleable materials safely and with increasing control. Health and Self-care Shows understanding of the need for safety when tackling new challenges. Considers and manages some risks. Shows understanding of how to transport and store equipment safely.</p>	<p>Daily opportunities for children to: Write family names and letter shapes. Engage in fine motor activities. Engage in creative activities, using a range of tools and equipment safely.</p> <p>Focus Teach: Handwriting - Upper and lower case letter formation. PE – small apparatus Design and Make – Emergency vehicles/Follow recipes to make cakes and flapjacks.</p> <p>EY Outcomes MH: Children show good control and co-ordination in large and small movements. They handle equipment and tools effectively, including pencils for writing. Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. H&SC: Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. Practices some appropriate safety measures without direct supervision. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p>	<p>Daily opportunities for children to: Write legibly and purposefully. Engage in fine motor activities. Engage in creative activities, using a range of tools and equipment safely.</p> <p>Focus Teach: Handwriting – Begin to control letter size and write on lines. PE – team games Design and make – structures/a picnic feast.</p> <p>EY Outcomes MH: Hop and skip in time to music. They hold paper in position and use their preferred hand for writing using a correct pencil grip. They are beginning to be able to write on lines and control letter size. H&SC: Know about and make healthy choices in relation to eating and exercise. They can dress and undress independently, successfully managing fastening buttons.</p>
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LITERACY

<p>Daily opportunities for children to: Engage in phase 1 letter sound activities. Begin to apply developing letter-sound correspondence knowledge in shared reading and writing activities. Look at books independently and with peers/adults. Listen to a wide range of fiction and non-fiction texts.</p> <p>Focus Teach: PHASE 1 LETTERS AND SOUNDS - Awareness of rhyme and alliteration. Oral blending and segmenting. Story structure. PHASE 2 L&S - Linking sounds to letters. Letter formation. Shared Reading and Writing. Tracking text left to right, top to bottom. Read and write labels, lists and captions.</p> <p>EY Outcomes: R - Children demonstrate understanding when talking with others about what they have read. W – Give meaning to marks as they draw, paint or write. Begin to write names and other labels.</p>	<p>Daily opportunities for children to: Apply phonic knowledge (ph2-3) to reading and writing in a range of contexts. Read and write common words. Read books independently. Read around the environment to support their learning. Write for a purpose.</p> <p>Focus Teach: PHASE 2-3 L&S Story maps Guided Reading and Guided Writing. Sentence structure – spacing, capital letters and full stops. Read and write messages, recounts.</p> <p>EY Outcomes: R - Children read and understand simple sentences. They demonstrate understanding when talking with others about what they have read. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. W – Children use phonic knowledge to segment regular words and write them. They also write some common irregular words. They write sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible</p>	<p>Daily opportunities for children to: Apply phonic knowledge to reading and writing in a range of contexts. Learn to spell high frequency irregular words. Read books independently. Read around the environment to support their learning. Write a series of sentences to create narrative.</p> <p>CORNERSTONES THEME: WILL YOU READ ME A STORY? Focus Teach: PHASE 3-4 L&S (Begin phase 5) Guided Reading and Guided Writing. Use of connectives to extend sentences. Understand question marks and exclamation marks. Understand and use key features of narrative and poetry. Explore adjectives, adverbs and similes.</p> <p>EY Outcomes R - They can describe the main events in the simple stories they have read. They use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary. Read phonically regular words of more than one syllable. Read many irregular words. W – Children can spell phonically regular words of more than one syllable as well as many irregular high frequency words. They use key features of narrative in their writing.</p>
<p>MATHEMATICS</p>		
<p>Daily opportunities for children to: Recite numbers to 20. Count forwards and backwards. Use number, pattern and shape in their play. Engage with songs, rhymes and stories involving numbers, patterns and counting. Engage with problem solving activities involving number, shape and measurement. Engage in mark-making.</p> <p>Focus Teach : Ten town 0 – 10 (recognise digits, 1:1 correspondence) Language of addition and subtraction. Language of pattern, shape, weight, length, capacity and position/direction.</p> <p>EY Outcomes – Number: Instantly recognise without counting organised and random arrangements of small numbers of objects Estimates how many objects they can see and checks by counting them. Recognises numerals 1 to 10. Selects the correct</p>	<p>Daily opportunities for children to: Learn order of days of week and months of year. Recite numbers to 20. Count forwards and backwards. Use number, pattern and shape in their play. Engage with songs, rhymes and stories involving numbers, patterns and counting. Engage with problem solving activities involving number, shape and measurement. Engage in mathematical mark-making.</p> <p>CORNERSTONES THEME: WHAT IS A REFLECTION? (EXPLORE SYMMETRY) Focus Teach: Ten town 11-20. Understand more and less/fewer. Count on and back using number lines. Explore doubling/halving and sharing. Shape vocabulary – name and describe.</p> <p>EY Outcomes – N: Count reliably 1-20. Order and compare numbers. Add and subtract, counting on or back to find the answer. Solve problems, including</p>	<p>Daily opportunities for children to: Estimate quantity and check by counting. Recite numbers to 20 and beyond. Count in 2's, 5's and 10's. Record problem-solving activities. Engage in activities exploring simple multiplication and division – (combining groups/sharing)</p> <p>Focus Teach: How to record calculations using digits and symbols. Number patterns. Using money to pay and give change.</p> <p>EY Outcomes - N: Children estimate a number of objects and check quantities by counting up to 20. They solve practical problems that involve combining groups of 2, 5, or 10, or sharing into equal groups. Add and subtract single digit numbers. SSM: Children estimate, measure, weigh and compare and order objects and talk about properties, position and time.</p>

<p>numeral to represent 1 to 10 objects. Match number to quantity accurately. Compare amounts (more/less/fewer) and order numbers sequentially.</p> <p>Shape, space & measure: Use everyday language to talk about size, weight, capacity, position, distance, time and money. Recognise, create and describe patterns.</p>	<p>doubling, halving and sharing.</p> <p>SSM: They explore characteristics of everyday objects and shapes and use mathematical language to describe them.</p>	
<p>UNDERSTANDING THE WORLD – PEOPLE AND COMMUNITIES</p>		
<p>Daily opportunities for children to: Share ideas and experiences using talk partners. Explore different viewpoints. Plan, do, review in small groups. Engage with books and video that reflect different communities and celebrations. Explore world languages.</p> <p>Cornerstones theme: DO YOU WANT TO BE FRIENDS? Celebrations - Bonfire night, Diwali and Christmas.</p> <p>EY Outcomes: Children talk about past and present events in their own lives and in the lives of family members. They know about similarities and differences between themselves and others, and among families, communities and traditions. They know that other children don't always enjoy the same things and are sensitive to this.</p>	<p>Daily opportunities for children to: Share ideas and experiences using talk partners. Explore different viewpoints. Plan, do, review in small groups. Engage with books and video that reflect different communities and celebrations. Explore world languages.</p> <p>Cornerstones theme: WHAT HAPPENS WHEN I FALL ASLEEP? Celebrations – Chinese New Year and Easter</p> <p>EY Outcomes: Children talk about past and present events in their own lives and in the lives of family members. They know about similarities and differences between themselves and others, and among families, communities and traditions. They know that other children don't always enjoy the same things and are sensitive to this.</p>	<p>Daily opportunities for children to: Share ideas and experiences using talk partners. Explore different viewpoints. Plan, do, review in small groups. Engage with books and video that reflect different communities and celebrations. Explore world languages.</p> <p>Cornerstones theme: WHY DO ZEBRAS HAVE STRIPES? Celebrations – Eid and Holi</p> <p>EY Outcomes: Children know the difference between past and present events in their own lives and some reasons why people's lives were different in the past. They know that other children have different likes and dislikes and that they may be good at different things. They understand that different people have different beliefs, attitudes, customs and traditions and why it is important to treat them with respect.</p>
<p>UNDERSTANDING THE WORLD – THE WORLD</p>		
<p>Daily opportunities for children to: Observe and enjoy seasonal changes. Explore the local environment. Care for living things. Participate in recycling initiatives. Conserve energy and resources. Learn about safety, including how to use the emergency services.</p> <p>CORNERSTONES THEME: WHY DO SQUIRRLS HIDE THEIR NUTS? Events/outings – explore school buildings and grounds, visits from emergency service providers</p> <p>EY Outcomes - Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. Make observations of animals and plants. Explain why some things occur and talk about changes.</p>	<p>Daily opportunities for children to: Observe and enjoy seasonal changes. Explore local environment. Care for living things. Participate in recycling initiatives. Conserve energy and resources. Learn about safety, including how to use the emergency services.</p> <p>Events/outings – explore village community, visits from emergency service providers Planting in the garden.</p> <p>EY Outcomes - Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. Make observations of animals and plants. Explain why some things occur and talk about changes.</p>	<p>Daily opportunities for children to: Observe and enjoy seasonal changes. Explore local environment. Care for living things. Participate in recycling initiatives. Conserve energy and resources. Learn about safety, including how to use the emergency services.</p> <p>Events/outings: trip to Waddesdon/Stowe for picnic</p> <p>EY Outcomes - Children know that the environment and living things are influenced by human activity. They can describe some actions which people in their own community do that help to maintain the area they live in. They know the properties of some materials and can suggest some of the purposes they are used for. They are familiar with basic scientific concepts such as floating, sinking and experimentation.</p>

UNDERSTANDING THE WORLD – TECHNOLOGY
CORNERSTONES THEME – CAN I SWITCH IT ON?

EXPRESSIVE ARTS AND DESIGN – EXPLORING AND USING MEDIA AND MATERIALS/BEING IMAGINATIVE

Daily opportunities for children to: Explore rhythm and rhyme. Use their voices creatively and explore sound. Sing songs and play instruments. Use a wide range of tools and materials.	Daily opportunities for children to: Explore rhythm and rhyme. Use their voices creatively and explore sound. Sing songs and play instruments. Use a wide range of	Daily opportunities for children to: Explore rhythm and rhyme. Use their voices creatively and explore sound. Sing songs and play instruments. Use a wide range of tools and materials. Explore a variety of techniques.
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<p>Daily opportunities for children to: Use a range of technology linked to own interests.</p> <p>EY Outcomes: Children recognise that a range of technology is used in places such as homes and schools. Children select and use technology for particular purposes.</p>	<p>Daily opportunities to: use technology to enhance learning across the curriculum.</p> <p>EY Outcomes: Children find out about and use a range of everyday technology. Children select appropriate applications that support an identified need – for example in deciding how best to make a record of a special event in their lives, such as journey on a steam train.</p>
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<p>Explore a variety of techniques. Use construction kits and blocks to make models. Engage in small-world and role play with peers in a range of contexts.</p> <p>Cornerstones theme: What's that sound?</p> <p>Focus Teach: Drama linked to story scribing. PE – dance Use pencils/crayons/pastels/paints to create portraits Explore line and shape drawing in the style of Kandinsky & Mondrian. Explore colour mixing Use scissors and card to make greeting cards for special occasions</p> <p>EY Outcomes - Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories. They sing songs, make music and dance and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	<p>tools and materials. Explore a variety of techniques. Use construction kits and blocks to make models. Engage in small-world and role play with peers in a range of contexts.</p> <p>Focus Teach: collage/fabric/wool/thread to create animal pictures in the style of Eric Carle. Use glue, tape, staples and paper fasteners to make vehicle pictures with moving parts.</p> <p>EY Outcomes - Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories. They sing songs, make music and dance and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	<p>Use construction kits and blocks to make models. Engage in small-world and role play with peers in a range of contexts.</p> <p>Cornerstones theme: Why do zebras have stripes?</p> <p>Focus Teach: Clay/Papier mache. Explore African art/music and create collective displays for Art week.</p> <p>EY Outcomes - Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories. They sing songs, make music and dance and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>EY Outcomes – Children develop their own ideas through selecting and using materials and working on processes that interest them. Through their explorations they find out and make decisions about how media and materials can be combined and changed. Children talk about the ideas and processes which have led them to make music, designs, images and products. They can talk about features of their own and other work, recognising the difference between them and the strengths of others.</p>
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