

ROBINS CURRICULUM OVERVIEW 2020-21



AUTUMN TERM Values - respect & self-control	SPRING TERM Values – perseverance & kindness	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?</p> <p>Focus Teach: It's good to be me! Keeping healthy and safe.</p> <p>EY Outcomes</p> <p>We are working towards:</p> <p>Playing co-operatively and taking turns with others.</p> <p>Taking account of one another's ideas about how to organise an activity.</p> <p>Trying new activities and saying why they like some activities more than others.</p> <p>Saying when they do or don't need help.</p> <p>Adjusting behaviour to different situations and taking changes of routine in their stride.</p> <p>Working as part of a group or class and understanding and following rules.</p>	<p>Daily opportunities for children to: Discuss ideas and themes with talk partners and in circle time. Talk to the whole class.</p> <p>Make choices, collaborate and co-operate in their learning.</p> <p>CORNERSTONES THEME: WHAT HAPPENS WHEN I FALL ASLEEP?</p> <p>Focus Teach: People who help us - Expect respect.</p> <p>We are working towards:</p> <p>Being sensitive to others' needs and feelings and forming positive relationships with a wider group of adults and children.</p> <p>Being confident to speak in a familiar group, sharing ideas clearly and fluently.</p> <p>Planning and choosing the resources they need for their chosen activities.</p> <p>Talking about how they and others show feelings, about their own and others' behaviour, and its consequences</p> <p>Knowing that some behaviour is unacceptable and explaining why</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>We are working towards:</p> <p>Playing group games with rules.</p> <p>Understanding someone else's point of view can be different from theirs. Resolving minor disagreements through listening to each other to come up with a fair solution. Understanding bullying as unacceptable behaviour.</p> <p>Being confident to speak to a large group. Talking about the things they enjoy, and are good at, and about the things they don't find easy. Being resourceful in finding support when they need help or information. Talking about the plans they have made to carry out activities and what they might change if they were to repeat them.</p> <p>Knowing some ways to manage feelings and use these to maintain control. Listening to each other's suggestions and planning how to achieve an outcome without adult help. Knowing when and how to stand up for themselves appropriately. Being able to stop and think before acting and waiting 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>Focus Teach: Shared Reading/Story-scribing</p> <p>We are working towards:</p> <p>Listening to stories and rhymes, accurately anticipating key events and responding to what they hear with relevant comments, questions or actions.</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.</p> <p>Follow increasingly complex instructions and work independently. Talk in a range of contexts and for a range of purposes.</p> <p>Focus Teach: Guided and Independent Reading</p> <p>We are working towards:</p> <p>Attending to what others say and responding appropriately, while engaged in another activity.</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 gatherings where appropriate. Guided and Independent Reading.</p> <p>We are working towards:</p> <p>Listening to more complex instructions and following them accurately, asking for clarification if necessary. Listening attentively with sustained concentration to follow a story without props and in larger groups.</p>

<p>Answering 'how' and 'why' questions about their experiences and in response to stories or events. Developing their own narratives and explanations by connecting ideas or events. Developing a wide vocabulary around a range of topics</p>	<p>Listening attentively in a range of situations. Following instructions involving several ideas or actions. Using past, present and future forms when talking about events that have happened or are about to happen in the future. Expressing themselves effectively, showing awareness of listeners' needs.</p>	<p>Expressing views about events or characters in a story and answering questions about why things happened. Carrying out instructions which contain several parts in a sequence. Showing some awareness of the listener by making changes to language and non-verbal features in conversation. Recounting experiences and imagining possibilities, often connecting ideas. Using a range of vocabulary imaginatively 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>We are working towards: Moving confidently in a range of ways, safely negotiating space. Using mark-making equipment, including pencils, to draw and to form letter-like shapes. Using simple tools to effect changes to materials and handle tools, objects, construction and malleable materials safely and with increasing control. Understanding the need for safety when tackling new challenges. Considering and managing some risks. Showing understanding of how to transport and store equipment safely. Manage appropriate hand hygiene along with other virus safety measures</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>We are working towards: Showing good control and co-ordination in large and small movements. Developing good posture for sitting at tables and handling equipment and tools effectively, including pencils for writing. Using a pencil and holding it effectively to form recognisable letters. Understanding the importance for good health of physical exercise, and a healthy diet, and talking about ways to keep healthy and safe, including teeth brushing Practising some appropriate safety measures without direct supervision. Managing their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently. Developing road safety awareness.</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>We are working towards: Moving freely and confidently with greater control and coordination, learning to hop and skip in time to music. Being able to hold paper in position and use their preferred hand for writing using a comfortable pencil grip. Knowing about and making healthy choices in relation to eating, hygiene, exercise, sleep and screen time. Dressing and undressing independently, successfully managing various fastenings.</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>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. Focus Teach: PHASE 2-3 L&S Story maps Guided Reading and Guided Writing.</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. CORNERSTONES THEME: WILL YOU READ ME A STORY? Focus Teach: PHASE 3-4 L&S (Begin phase 5)</p>
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<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>We are working towards: Demonstrating understanding when talking with others about what they have read or heard Learning that letters make sounds and that sounds can be joined to make words (blending) Learning that speech can be separated into words and that words can be separated into sounds (segmenting) Ascribing meaning to marks as they draw, paint or write. Beginning to write names and other labels.</p>	<p>Sentence structure – spacing, capital letters and full stops. Read and write messages, recounts.</p> <p>We are working towards: Knowing that each letter of the alphabet has name and a sound. Beginning to recognise that sometimes sounds are represented by two letters (digraph) or three letters (trigraph) Continuing to demonstrate understanding when talking about what has been read, anticipating key events and using a wider vocabulary Using phonic knowledge to decode regular words and read them aloud accurately. Remembering some common irregular words. Using phonic knowledge to segment regular words and write them. Being able to spell some common irregular words. Beginning to write sentences which can be read by themselves and others with some words spelt correctly and others being phonetically plausible</p>	<p>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>We are working towards: Recalling a sound for each letter of the alphabet and at least 10 digraphs Describing the main events in simple stories they have read, predicting and inferring from pictures and texts. Using phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary. Reading phonically regular words of more than one syllable. Reading more high frequency irregular words. Being able to write phonically regular words of more than one syllable as well as more irregular high frequency words. Writing for a range of purposes, including recounts and short stories.</p>
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MATHEMATICS

<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>We are working towards: Recognising without counting organised and random arrangements of small numbers of objects (subitising) Estimating how many objects they can see and checking by counting. Recognising numerals 1 to 10. Selecting the correct numeral to represent 1 to 10 objects. Matching number to quantity accurately. Comparing amounts (more/less/fewer) and ordering numbers sequentially. Using everyday language to talk about size, shape, weight, capacity, position, distance, time and money. Recognising, creating and describing patterns.</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. Explore doubling/halving and sharing.</p> <p>We are working towards: Counting reliably 1-20. Ordering and comparing numbers. Adding and subtracting using small amounts of objects. Beginning to memorise pairs of numbers that make given amounts (number bonds) Solving practical problems, such as doubling, halving and sharing. Exploring characteristics of everyday objects and shapes and using mathematical language to describe them.</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 simple calculations using pictures, digits and symbols. Explore number patterns. Using money to pay and give change. Count on and back. Explore number tracks and lines. Explore hundred grids.</p> <p>We are working towards: Understanding the number system confidently, beyond 10 or 20 where appropriate. Solving practical problems and using some recalled facts to help. Estimating quantities, measuring and weighing objects Comparing and ordering objects Talking about properties of shapes, position and time, using a wider range of vocabulary</p>
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UNDERSTANDING THE WORLD – PAST AND PRESENT		
<p>Daily opportunities for children to: Share ideas and experiences using talk partners. Explore different viewpoints.</p> <p>We are working towards: Talking about past and present events in own lives and in the lives of family members.</p>	<p>Daily opportunities for children to: Share ideas and experiences using talk partners. Explore different viewpoints.</p> <p>We are working towards: Understanding the past through images, books and stories shared.</p>	<p>Daily opportunities for children to: Share ideas and experiences using talk partners. Explore different viewpoints.</p> <p>We are working towards: Comparing things in the past and now, drawing on experiences and books they have shared. Learn about some famous characters from the past.</p>
UNDERSTANDING THE WORLD – PEOPLE, CULTURE AND COMMUNITIES		
<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>We are working towards: Learning about similarities and differences between themselves and others, and among families, communities and traditions. Learning that other people can enjoy different things and have different ideas and be respectful of 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>We are working towards: Learning about people in the wider community and understanding their different roles Understanding that people have different beliefs and that they celebrate events in different ways, in different places</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>We are working towards: Learning about similarities and differences between life in this country and life in other countries. Explore maps and learn about the location of places.</p>
UNDERSTANDING THE WORLD – THE NATURAL WORLD		
<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 SQUIRRELS HIDE THEIR NUTS? Events/outings – explore school buildings and grounds</p> <p>We are working towards: Exploring the indoor and outdoor environment using our senses and describing our experiences using a wide range of vocabulary Being respectful of the natural environment and caring for living things</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>We are working towards: Understanding similarities and differences in relation to places, objects, materials and living things. Talking about the features of their own immediate environment and how environments might vary from one another. Making observations of animals and plants, understanding changes that occur and learning about life cycles.</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 if possible</p> <p>We are working towards: Understanding how the environment and living things are influenced by human activity. Engaging in discussions about choices people can make to protect the world Understanding properties of materials and learning about different forces. Understanding the effects of the changing seasons</p>

EXPRESSIVE ARTS AND DESIGN – CREATING WITH MATERIALS/BEING IMAGINATIVE AND EXPRESSIVE

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. Use construction kits and blocks to make models. Engage in small-world and role play with peers in a range of contexts.

Cornerstones theme: What's that sound?

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

We are working towards:

Exploring pretend play, using objects to represent other things
Develop storylines using small world toys or making their own 'small worlds' from construction equipment
Exploring materials and techniques, and developing their own ideas how to use them. Exploring textures and tools, joining things together to create pictures and models
Making continuous lines using pencils and paints to create closed shapes and then using these shapes to represent objects
Exploring colours and colour mixing
Recalling songs and rhymes and join in with singing and reciting.
Exploring instruments and body percussion

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. Use construction kits and blocks to make models. Engage in small-world and role play with peers in a range of contexts.

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.
Watch performances from a variety of genres and cultural traditions

We are working towards:

Developing pretend play to incorporate more complex storylines and characters
Exploring art and craft activities confidently, refining their skills and using them to express ideas and feelings
Working alongside others to create larger-scale projects
Being responsive to different genres of music. Exploring dance and theatre performances
Singing in a group and playing instruments together

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. Use construction kits and blocks to make models. Engage in small-world and role play with peers in a range of contexts.

Cornerstones theme: Why do zebras have stripes?

Focus Teach: Clay/Papier mache. Explore African art/music and create collective displays for Art week.

We are working towards:

Planning in advance what they would like to create and then reviewing what they have done
Exploring their own thoughts and feelings about the work of others
Inventing their own stories to enact with others
Move in time to music and perform with others