

ROBINS CURRICULUM OVERVIEW 2022-23

AUTUMN TERM	SPRING TERM	SUMMER TERM
<p>Values - respect & resilience <i>I am kind to myself and my friends. I keep trying.</i></p> <p>CORNERSTONES PROJECTS: LET'S EXPLORE (7 weeks): This project teaches children about the environments that they share with others, including their homes, school and places in the local community. BUILD IT UP (5 weeks): This project teaches children about structures and materials and gives them the opportunity to work in groups to create collaborative structures. WINTER WONDERLAND (2 weeks): This project teaches children about the changes that happen during winter, including the types of weather associated with winter. It also explores places that have snow all year round and the types of animals that live there.</p>	<p>Values – resilience and resourcefulness <i>I keep trying. I know how to do things for myself.</i></p> <p>CORNERSTONES PROJECTS: WINTER WONDERLAND CONTINUED: (2 weeks) This project teaches children about the changes that happen during winter, including the types of weather associated with winter. It also explores places that have snow all year round and the types of animals that live there. LONG AGO: (3 weeks) This project teaches children about how they have grown and changed since they were babies and how life in the past was different from today. STORIES AND RHYMES: (6 weeks) This project teaches children about traditional stories and rhymes and gives them the opportunity to play with words and learn new vocabulary</p>	<p>Values – resourcefulness and reflection <i>I know how to do things for myself. I think about my learning and my behaviour.</i></p> <p>CORNERSTONES PROJECTS: ANIMAL SAFARI: (6 weeks) This project teaches children about the animals that live around the world, how to look after animals and the importance of caring for our local and global environments. PUPPETS AND POP UPS: (5 weeks) This creative project explores puppets and pop up books and gives children the opportunity to make puppets and use them to tell exciting stories. MOVING ON: (2 weeks) This project celebrates children's successes throughout their Reception year. It explores how they have grown and changed and supports them with the changes to come as they move into Year 1.</p>
<p>PERSONAL, SOCIAL & EMOTIONAL DEVELOPMENT: 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. Make choices, collaborate and co-operate in their learning. Use visual prompts and reminders to develop understanding of the class/school routines and rules.</p>		
<p>We are learning to: Separate from our parent or carer securely. Build respectful relationships with adults and children. Select and use activities and resources, with support if necessary. Achieve goals we have chosen, showing resilience and perseverance. Talk about our identity and belonging to our families. Develop sense of responsibility and membership of the community. Show confidence in social situations. Play with other children, extending and elaborating play. Find solutions to conflicts and rivalries. Develop appropriate ways of being assertive. Help to construct the class rules and accept boundaries, recognising the effects of our behaviour on others. Understand feeling words and begin to describe own feelings and consider feelings of others. Consider the viewpoints of others. Develop self-control.</p>	<p>We are learning to: Develop a greater sense of responsibility and belonging to the school community. Become more outgoing with unfamiliar people and develop greater confidence in social situations Manage conflicts with less support from adults. Be assertive while considering the impact of our behaviour upon others. Understand why rules are important and follow rules, even when an adult is not present. Empathise with others and understand their feelings. Persist with challenging activities. Moderate behaviour and accommodate needs of others, with less support from adults.</p>	<p>At the expected level of development we can: ELG: Self-Regulation - Show an understanding of our own feelings and those of others, and begin to regulate our behaviour accordingly; - Set and work towards simple goals, being able to wait for what we want and control our immediate impulses when appropriate; - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. ELG: Managing Self - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; - Explain the reasons for rules, know right from wrong and try to behave accordingly;</p>

<p>Manage self-care needs, being increasingly independent with dressing, toileting, hand washing and making healthy choices.</p>		<ul style="list-style-type: none"> - Manage our own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. ELG: Building Relationships - Work and play cooperatively and take turns with others; - Form positive attachments to adults and friendships with peers; - Show sensitivity to our own and to others' needs.
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<p>COMMUNICATION & LANGUAGE</p> <p>Daily opportunities for children to:</p> <p>Listen to, join in, talk about and create stories through shared reading and story scribing. Generate and respond to a range of questions through discussion about high quality texts, looking at illustrations in books and art, and free flow play. Engage in sustained, shared thinking, expanding and exploring vocabulary and concepts through play and guided activity, alongside adults and children. Engage with rhyme, poetry and song alongside adults who provide enthusiastic and articulate role models.</p>		
<p>We are learning to:</p> <p>Listening, attention and understanding</p> <p>Listen attentively to stories, answering simple questions and exploring our responses to different themes</p> <p>Switch our attention to listen to an adult while engrossed in self-chosen activity</p> <p>Speaking</p> <p>Use a wider range of vocabulary</p> <p>Understand simple questions and respond to simple instructions</p> <p>Sing songs and recite rhymes</p> <p>Talk about familiar books and re-tell short stories</p> <p>Speak clearly in short sentences, listening to articulate adult models, including using tenses and plurals</p> <p>Start conversations with adult or friends and take turns with talking. Express own viewpoints and listen to others</p> <p>Use talk to organise themselves and their play, to work out problems, including disagreements and explain how things happen or work</p> <p>Develop social phrases such as saying 'Good morning'</p>	<p>We are learning to:</p> <p>Listening, attention & understanding</p> <p>Enjoy listening to longer stories and presentations and remember much of what happens</p> <p>Give our attention to what others say and respond appropriately, while engaged in another activity.</p> <p>Enjoy listening to rhymes, poems and songs, responding to the rhythm, rhyme and alliteration</p> <p>Explore a range of non-fiction texts and presentations</p> <p>Speaking</p> <p>Understand a question or instruction that has two parts or more</p> <p>Understand more complex questions and give more detailed answers</p> <p>Be able to re-tell familiar stories or describe personal narratives in greater detail</p> <p>Express ideas in well-formed sentences and understand the viewpoints of others</p> <p>Extend conversations and take turns with dialogue and discussion, using more connectives and wider vocabulary</p> <p>Ask questions to find out more and to check understanding. Debate with others, explaining how we think things work or how they might happen</p> <p>Recite poems and rhymes. Sing songs.</p>	<p>At the expected level of development, we can:</p> <p>Early Learning Goals</p> <p>Listening, attention and understanding</p> <p>Listen attentively and respond to what we hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions</p> <p>Make comments about what we have heard and ask questions to clarify our understanding</p> <p>Hold conversation when engaged in back-and-forth exchanges with our teacher and peers</p> <p>Speaking:</p> <p>Participate in small group, class and one-to-one discussions, offering our own ideas, using recently introduced vocabulary</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate</p> <p>Express our ideas and feelings about our experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from our teacher.</p>

PHYSICAL DEVELOPMENT

Daily opportunities for children to:

Be active, developing core strength and agility. Experience, explore and enjoy the natural world outdoors. Choose activities and experiences that promote health and well-being. Play alongside adults who believe in, and model, making healthy choices for life.

Engage in fine motor activities to develop coordination and control. Engage in creative activities, using a range of tools and equipment safely.

<p>Complete PE focus skills: Explore walking using different body parts in different directions, at different levels and at different speeds. Explore different ways of using our hands to move with a ball.</p> <p>We are learning to: Develop movement, balancing, riding and ball skills Climb steps or apparatus using alternate feet Wave flags and streamers; enjoy large-scale painting or other mark-making Participate in group/team activities Remember and copy sequences and patterns of movement Choose appropriate resources safely to carry out activities Use one handed tools such as scissors Develop a comfortable grip for mark-making tools, Develop preference for dominant hand Eat independently 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>Complete PE focus: Introduce, 'champion gymnastics' by moving in a high and low way and over/under on apparatus Explore and create movement sequences in response to words or music</p> <p>We are learning to: Confidently and competently roll, crawl, balance, jump, run, hop, skip and climb Participate and develop team games and collaborate with others to manage large items or apparatus Remember sequences of movement alongside music. Enjoy rhythmic movement. Use ball skills to throw and catch, pass and aim. Manage self-care skills independently. Show good posture when sitting at table or on floor Use tools competently, safely and confidently – pencils, paintbrushes, scissors, cutlery, toothbrushes Enjoy healthy lifestyles – know about the importance of exercise, diet, hygiene (inc. teethbrushing), rest and sleep, screen time limits and road safety</p>	<p>Complete PE focus: Explore moving with a ball using our feet Explore games using rules and scoring.</p> <p>At the expected level of development we can: ELG: Gross Motor Skills - Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. ELG: Fine Motor Skills - Hold a pencil effectively in preparation for fluent writing, using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.</p>
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LITERACY

Daily opportunities to: Experience and enjoy high quality texts, both fiction, non-fiction and poetry. Look at books independently and share with peers/adults. Become immersed in a 'reading for pleasure' environment, alongside adults who model positive reading behaviour and share their love of children's literature. Develop their own writing 'voice', applying skills of oral storytelling and writing to compose and create narratives.

<p>We are learning to: Appreciate spoken language and understand how it links with the written tradition. This will include learning about rhyme and alliteration, breaking up speech into words and breaking up words into syllables.</p>	<p>We are learning to: Read longer texts by blending the sounds for all letters of the alphabet. Understand that some phonemes are represented by groups of letters, such as</p>	<p>At the expected level of development, we can: ELG: Comprehension - Demonstrate understanding of what has been read to us by retelling stories and narratives using our own words and recently introduced vocabulary;</p>
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<p>We will learn that words are composed of sounds – both ‘chunks’, such as pic-nic and phonemes, as in /c/a/t/.</p> <p>We will learn that phonemes are represented by letters and we will learn to write those letters, using a variety of mark-making tools and activities.</p> <p>We will know that written print carries meaning and that the English language is recorded from left to right across the page, and from top to bottom.</p> <p>We will learn that many other languages exist and they might be written differently.</p> <p>We will develop a comfortable pencil grip and we will use pencils to draw and to form letters. We will learn the movements to make shapes according to letter families.</p> <p>We will learn letters in a specific sequence, matching them to their sounds and using them to build simple words.</p> <p>We will learn that some words are ‘tricky’ and cannot be read by blending sounds. We will begin to memorise these words.</p> <p>We will begin reading books that are matched to our phonic skills. We will bring them home and re-read them frequently so that we develop fluency and confidence. We will talk about books we have read so that we also understand and enjoy them.</p>	<p>/ai/ or /igh/ - we will learn these digraphs and trigraphs and we will read words, sentences and books matched to this knowledge.</p> <p>Remember and write more tricky words.</p> <p>Form lower case and capital letters comfortably and confidently, according to letter families.</p> <p>Have a go at writing for different purposes, applying the phonic skills we have learnt.</p> <p>Enjoy sharing texts that may be too challenging for us to read independently, but can be read alongside adults. We will enjoy extended story times throughout the day.</p>	<p>- Anticipate – where appropriate – key events in stories;</p> <p>- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p>ELG: Word Reading</p> <p>- Say a sound for each letter in the alphabet and at least 10 digraphs;</p> <p>- Read words consistent with our phonic knowledge by sound-blending;</p> <p>- Read aloud simple sentences and books that are consistent with our phonic knowledge, including some common exception words.</p> <p>ELG: Writing</p> <p>- Write recognisable letters, most of which are correctly formed;</p> <p>- Spell words by identifying sounds in them and representing the sounds with a letter or letters;</p> <p>- Write simple phrases and sentences that can be read by others.</p>
<p>CORE TEXTS</p>		
<p>AUTUMN 1</p> <p>Poetry and rhymes – nursery rhymes, stories with predictable and patterned language</p> <p>Stories that explore home and family environments and childhood experiences such as starting school</p> <p>Power of reading texts – My very first Mother Goose/ What the ladybird heard</p> <p>AUTUMN 2</p> <p>As above, plus information texts about the weather and the seasons, and family celebrations and festivals</p> <p>Power of reading text – Owl Babies</p>	<p>SPRING 1</p> <p>Poems linked to theme of weather/celebrations/feelings</p> <p>Power of reading text: The Everywhere bear</p> <p>Stories that enable exploration of the narrative structure chosen from a large selection of big books in class, guided by the children’s interests.</p> <p>SPRING 2</p> <p>Poems linked to theme of families</p> <p>Power of reading text: Oh no, George!</p> <p>As above + non fiction texts linked to our topic themes</p>	<p>SUMMER 1</p> <p>Poems linked to theme of animals</p> <p>Power of reading text: Handa’s Surprise</p> <p>Exploration of texts that provoke emotional responses and generate ideas for writing on a particular theme</p> <p>SUMMER 2</p> <p>As above + information texts linked to topic themes</p> <p>Poems linked to exploration of themes of seasonal change and sensory experience</p> <p>Power of reading text: Anna Hibiscus</p>

MATHEMATICS

Daily opportunities for children to: Recite numbers and count. Use number, pattern and shape in free flow 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>We are learning to: Count objects, actions and sounds accurately Recognise small amounts without counting (subitise) Recognise numerals and match to the correct amount Compare numbers and amounts, using mathematical vocabulary – bigger than, smaller than, more than, fewer than Understand one more and one less, in relation to a sequence of numbers Understand how amounts can be partitioned – e.g there are 3 here and 3 here so that is 6</p> <p>Develop spatial reasoning skills by selecting, rotating and manipulating shapes Continue, copy and repeat patterns Compare length, weight and capacity</p>	<p>We are learning to: Develop a deeper understanding of the number system</p> <p>Apply our understanding to problem-solving situations</p> <p>Develop our recall of number bonds for 0-5, and then some to 10</p>	<p>At the expected level of development, we can:</p> <ul style="list-style-type: none"> -Have a deep understanding of number to 10, including the composition of each number; - Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. - Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.
<p>White Rose Maths topic themes</p>		
<p>Weeks 1-3 Getting to know you Weeks 4-6 Just like me! Weeks 7-9 It's me, 123 Weeks 10-12 Light and dark Weeks 13-14 consolidation</p> <p>TENTOWN – 1 to 10</p> <p>Little Books – story of 1,2,3,4,5, 6,7,8,9,10</p>	<p>Weeks 1-1 Alive in 5 Weeks 4-6 Growing 6.7.8 Weeks 7-9 Building 9 & 10 Weeks 10-12 consolidation</p> <p>Tentown – 10 to 20</p>	<p>Weeks 1-3 On the move Weeks 4-6 Superhero to 20 and beyond Weeks 7-9 First then now Weeks 10-12 Find my pattern Weeks 13-14 consolidation</p>

UNDERSTANDING THE WORLD – PAST AND PRESENT

Daily opportunities for children to: Share their own stories and family experiences. Through ‘Plan, do, review’ develop understanding of time and reflection. Broaden their understanding beyond their immediate experience through books and film and discussion.

UNDERSTANDING THE WORLD – PEOPLE, CULTURE AND COMMUNITIES

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.

UNDERSTANDING THE WORLD – THE NATURAL WORLD

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>Celebrations - Bonfire night, Diwali, Hanukkah and Christmas.</p> <p>We will: Engage in circle time discussions about our families and communities, talking about the people who are special to us, the places in which we live and the places that we visit or travel to for special occasions.</p> <p>We will: Talk about our past and future experiences outside school, understanding and beginning to use the correct vocabulary to sequence events and describe time – for example, long ago, last week, when I was little, I am going to.... Talk about our daily activities, such as reviewing what we have done during the day, or discussing plans in advance – for example, I am going to....after lunch we will.... Talk about places we visit and where they are in relation to each other.</p> <p>We will: Become familiar with the classroom, learning how to behave in different parts of the school, noticing features of the built and natural environment and using our senses to explore it. Understand and use a wide vocabulary to share our experiences and observations, including how the weather changes and affects our environment.</p>	<p>Celebrations – Chinese New Year and Easter</p> <p>We will: Discuss our extended families and think about the experiences of different generations of our families.</p> <p>Become more aware of the wider world and develop a greater appreciation of the diverse communities that inhabit the world.</p> <p>Listen to stories and share non-fiction texts/media sources to enhance our awareness of similarities and differences between ourselves and other people, comparing the past and present, and imagining the future.</p> <p>Explore maps and become familiar with names and location of places beyond the immediate vicinity, understanding that there are wide ranges of traditions and practices in different places, and that there are different climates and landscapes.</p> <p>Use and understand a wide range of vocabulary to describe and discuss their observations and experiences.</p> <p>Be aware of the changing seasons and how they affect us.</p> <p>Participate in visits outside school that expand skills, knowledge and experience.</p>	<p>Celebrations – Eid and Holi</p> <p>Children at the expected level of development can:</p> <p>Past and Present ELG</p> <ul style="list-style-type: none"> - Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on our experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling; <p>People Culture and Communities ELG</p> <ul style="list-style-type: none"> - Describe our immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; - Know some similarities and differences between different religious and cultural communities in this country, drawing on our experiences and what has been read in class; - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. <p>The Natural World ELG</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Explore the natural world around them, making observations and drawing pictures of animals and plants; - Know some similarities and differences between the natural world around them and contrasting environments, drawing on our experiences and what has been read in class; - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.
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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. 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

The Cornerstones topics allow for many links to be made to this area of the curriculum and will be developed as appropriate, taking into account children's own interests and ideas.

We are learning to:

Explore, a variety of artistic effects to express our ideas and feelings
Create collaboratively, sharing ideas, resources and skills
Listen to music attentively and develop our abilities to share our personal response
Explore dance and performance art
Sing together, copying pitch and melody
Develop storylines in imaginative play

Featured artists – Kandinsky, Mondrian and Agnes Martin

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Sing together, copying pitch and melody
Develop storylines in imaginative play

Featured artists– Van Gogh and Georgia O'Keefe

At the expected level of development we can:

Creating with Materials ELG

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;
- Share our creations, explaining the process we have used;
- Make use of props and materials when role playing characters in narratives and stories.

Being Imaginative and Expressive ELG

Children at the expected level of development can:

- Invent, adapt and recount narratives and stories with peers and our teacher;
- Sing a range of well-known nursery rhymes and songs;
- Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.

Featured artists – Frida Kahlo and Henry Moore