



Belong Enthuse
Enjoy Succeed

Belgrave Curriculum 2023-24

Termly overviews:

Reception	T1	T2	T3
Theme	Autumn 1 - Marvellous Me!/ Colours of the Rainbow Autumn 2 - Celebrations	Spring 1 – Once Upon A Time Spring 2 - The Great Outdoors/Animal Kingdom	Summer 1 - Planes, Trains and Automobiles Summer 2 – Splish Splash!
Famous people	Dr Ranj	David Attenborough Jess French (Zoologist)	Helen Sharman Tom Daley
PSED	Settling in, learning and following new rules and routines. Talking about ourselves and likes and dislikes. Circle Times to promote good listening and sitting. Discuss feelings and emotions. Learning about friendships	Circle time- how our actions affect others Look at people who help us. N Saying sorry and forgiveness (being kind).	Explore and express feelings through stories. Make lists of favourite things. Learning that all families are different. Goals for growing up. TRANSITION – including regular visits to new class
Communication and Language	Encourage children to share 'All About Me' books and bags. Use talk to connect ideas. Use language to imagine and recreate roles and experience sin role play. (House) Monster Phonics programme	Act out own stories and record using information technology (IPad/ computer/ recording devices) Help to create a role play castle and make artefacts to go in it. Fairy Tales and traditional tales, Monster Phonics programme	Retell stories from under the sea. Make puppets and create own stories Look at Poems in Commotion in The Ocean and make own poems about sea creatures. Non Fiction books. Monster Phonics programme
Physical Development	Write Dance Programme to develop gross and fine motor skills. Develop tripod grip and letter formation when mark making. Outdoor Play Toilet, hygiene and dressing with support Move with confidence in different ways in gymnastics, using apparatus. Funky Fingers Programme	Continue to develop gymnastic skills using larger apparatus Ball skills and small apparatus Develop fine motor skills further to form letters correctly and build stamina in writing. Continue Funky Fingers programme. Children will handle scissors, pencil and glue effectively.	PE small equipment skills in preparation for sports day. Dance Unit. Use smaller equipment to create intricate patterns eg: small tweezers. Continue Funky Fingers programme. Children will hold scissors correctly and cut out small shapes.
Maths	We will be following the White Rose schemes of work to plan from. We may not follow the exact order as shown but coverage will be ensured over the year: https://whiterosemaths.com/resources/schemes-of-learning/primary-sols/		
Literacy	Comprehension	Comprehension	Comprehension

	<p>Children will independently look at a book, hold it the correct way and turn pages. Children will engage and enjoy an increasing range of books.</p> <p>Word Reading Children will segment and blend sounds together to read words. Children will begin to read captions and sentences.</p> <p>Writing Children will give meanings to the marks they make. Children will form letters correctly.</p>	<p>Children will act out stories using recently introduced vocabulary. Children will talk about the characters in the books they are reading.</p> <p>Word Reading Children will recognise taught digraphs in words and blend the sounds together. Children will read words containing tricky words and digraphs,</p> <p>Writing Children will write words representing the sounds with a letter/letters. Children will write labels/[phrases representing the sounds with a letter/letters. Write an information file (Non Fiction).</p>	<p>Children will retell a story using vocabulary influenced by their book. Children will be able to answer questions about what they have read.</p> <p>Word Reading Children will read longer sentences containing phase 4 words and tricky words. Children will read books matched to their phonics ability.</p> <p>Writing Children will write words which are spelt phonetically. Children will write simple phrases and sentences using recognisable sounds.</p>
<p>Understanding of the World</p>	<p>Past and Present Children will know about their own life story and how they have changed. Children will talk about past and present events in their own lives.</p> <p>People, Culture and Communities Children will know about features of the immediate environment. Children will know that there are many countries around the world. Children will know that people around the world have different religions</p> <p>The Natural World Children will understand the terms ‘same’ and ‘different’. Children will explore and ask questions about the natural world around them and observe seasonal changes..</p> <p>RE: People, Culture and Communities Children will learn about caring and belonging. Children will know some similarities and differences between things in the past and now. Children will learn about other</p>	<p>Past and Present Children will talk about the lives of people around them.</p> <p>People, Culture and Communities . Children will know about people who help us within the community. Children will be aware of other environments eg; desert, rainforest etc.</p> <p>The Natural World Children will talk about features of the environment they are in and learn about the different environments. Children will make observations about plants discussing similarities and differences. Children will make observations about animals discussing similarities and differences.</p> <p>RE: People, Culture and Communities Children will know why people go to church and why Christians have special objects linked to their faith. Children will know why Christians celebrate Easter</p>	<p>Past and Present Children will know about the past through settings, characters and events. Children will learn about different forms of transport used in the past</p> <p>People, Culture and Communities Children will know that simple symbols are used to identify features on a map. Children will know that people in other countries lives are different from ours..</p> <p>The Natural World Children will know some important processes and changes in the natural world, including states of matter.</p> <p>RE: People, Culture and Communities Children will learn about special people and listen to stories from the bible.</p>

	cultures and religious celebrations and will learn about the Christmas story..		
Expressive Art and Design	Creating self-portraits. Mark making and using lines/circles Using texture Nativity story role play. Explore mixing colours and shading colours. Christmas concert performance for parents.	Building 2d and 3d models and structures using recycled materials. Children will make props and costumes for different role play scenarios.	Children will explore and use a variety of artistic effects to express their ideas and feelings. Children will share creations, talk about process and evaluate their work.
Artists	Ndy Goldsworthy/ Paul Klee	Joan Miro/ Takashi Murakami	Marc Chagall/ Jackson Pollock
Music	We will be following the Charanga music scheme and using a range of songs to encourage the development of musical skills through listening and appraising, differing musical activities and performing. The children will also be involved in learning and performing songs as part of our celebrations throughout the year, including Christmas -Nativity in December. https://charanga.com/site/musical-school/		
Mandarin	This year the children will be introduced to some basic Mandarin through simple songs, rhymes, stories and games. We will be learning Mandarin vocabulary and culture through art, story-telling, drama and music. The children will be learning about, and celebrating, events within the Chinese calendar.		
No Outsiders texts	You Choose by Nick Sharrat The Family Book	Blue Chameleon	Red Rockets and Rainbow Jelly Nick Sharratt Mummy Mumma and Me
Forest School	Children will be given opportunities to explore the woods, learn about the natural world, plants and animals and use simple tools and natural materials. We will develop resilience and cooperation through games and activities as well as fostering a love of the outdoors.		
Trips/ visitors	Walk around school grounds and local area.	Lache Library.	Imagine That

N.B: Please note that EYFS themes / topics are very much planned around the children's interests and the cohort of children; the themes above are not followed rigidly, but are there as an overview with the flexibility to plan around pupils' curiosities and preferences in line with the EYFS guidance.