Bollington St. John’s Church of England

Primary School



*Where talent grows*

Head Teacher: Mrs M. Walker

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 *“Whatever you do, work at it with all your heart, as working for the Lord”****Colossians 3:23***

**Class 1 EYFS**

**Curriculum Design- Mapping the Curriculum**

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| **Class: 1****Year Groups: EYFS** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Topic Overview** | All About Me | Weather Festivals | Caring for our Environment | Space Explorers | Dinosaur DetectivesHatching Chicks | StorytellersMinibeasts  |
| **Focus Topics** | Starting school My new class Where do I live? Ourselves My body SensesHow have I changed? What am I good at? My family Being kindBlack History MonthNational poetry day | Light and dark AutumnHibernationWeatherCelebrations: Christmas/Diwali/Bonfire Night | Winter Polar regions ClimatesContrasting environments Litter pickingLocal areaRecycling | PlanetsEarthStarsLife as an astronautSignificant achievementsOur moon | FossilsSignificant achievementsHerbivore/CarnivoreNew lifeLife cyclesCaring for animals | Traditional storiesCharacter comparisonsBug huntsButterfly hatchingBee project |
| **Wow moments/Key events** | TransitionHarvestBirthdaysOrchard visitsFairtrade fortnight | Remembrance DayAnti bullying weekDiwali Guy Fawkes/Bonfire Night HannukahNativity Christmas  | Big Garden BirdwatchValentine’s DayPancake DayChinese New YearRamadanSpring | Mars DayEasterMother’s Day | Father’s DayChicks hatching | TransitionSports DaySummer |
| **Literacy Tree**  | So Much | Halibut Jackson | The Magic Paintbrush | Look Up! | The Extraordinary Gardener | Oi Frog! |
| **Key texts** | Starting SchoolThe Growing StoryEvery House, On Every StreetColour MonsterThe Family BookThe DotAll Are WelcomeYou ChooseMeasuring Me!ElmerMartha Maps It Out | Harvest DaysThe Best Diwali EverThe Christmas Eve TreeRama and SitaChristmas/Nativity storiesRosie’s HatAfter the StormIt was a Cold Dark Night | Clean Up!Old Enough to Save the PlanetThe Messy MagpieThe Odd Fish | Meet the PlanetsHow to Catch a StarNon-fiction space textsHere We AreLoon on the Moon | Dinosaur Roar!Girl and the DinosaurHarry and the Bucketful of DinosaursCaptain Flinn and the Pirate DinosaursNon-fiction dinosaur texts | The Bug CollectorMad About MinibeastsBug HotelThe Bee BookFlight of the Honey BeeTree |
| **Poetry** | Blow a Kiss, Catch a Kiss | Once Upon a Raindrop | Poems Aloud | Zim Zam Zoom | Stomp, Chomp, Big Roars! Here Come The Dinosaurs! | I am the Tree that Grew the Tree |
| **Literacy: Comprehension** | **Listening to stories.** Joining in with rhymes and showing an interest in stories with repeated refrains. Environment print. Having a favourite story/rhyme. Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book. Sequencing familiar stories through the use of pictures to tell the story. Recognising initial sounds. Name writing activities. Engage in extended conversations about stories, learning new vocabulary. | **Beginning to retell stories.** Retell stories related to events through acting/role play. Retelling stories using images / apps. Retelling of stories. Editing of story maps and orally retelling new stories. Sequence story – use vocabulary of beginning, middle and end. Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. Enjoys an increasing range of books. *Actions to retell the story. Story Maps.* | **Retelling stories with the recently introduced vocabulary.** Making up stories with themselves as the main character. Encourage children to record stories through picture drawing/mark making. Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. Read a few common exception words matched to RWI. Ensure home reading books match their phonic knowledge. Using recently introduced vocabulary during discussions about stories and during role-play. | **Building fluency and understanding.** Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. They develop their own narratives and explanations by connecting ideas or events. | **Explaining the stories they have listened to or have read themselves.** Retell a story with actions and / or picture prompts as part of a group. Use story language when acting out a narrative. Rhyming words. Can explain the main events of a story. Can draw pictures of characters/event /setting in a story. May include labels, sentences or captions. | **Demonstrate understanding of what has been read to them by retelling stories using their own words and recently introduced vocabulary.** Can draw pictures of characters/ event / setting in a story. Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions. Make predictions. Fiction and Non- Fiction: Beginning to understand that a non-fiction is a non story- it gives information instead. Fiction means story. Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title. |
| **Literacy: Word Reading** | **Phonics baseline.****Group 1A.**Read first 16 Set 1 sounds.Learn to blend: Word Time 1.1 to 1.3.Spell using Fred Fingers.**Group 1B.**Read 25 Set 1 sounds.Blend orally.Learn to blend: Word Time 1.1 to 1.4.Spell using Fred Fingers. **Reading:** Initial sounds, oral blending, CVC sounds, reciting known stories, listening to stories with attention and recall. Help children to read the sounds speedily. Ensure books are consistent with their developing phonic knowledge. | **Group 1C.**Read 25 Set 1 single letter sounds speedily. Blend independently using Phonics Green Word cards: Word Time 1.1 to 1.4.Spell using Fred Fingers.**Reading:** Blending CVC sounds, rhyming, alliteration, knows that print is read from left to right. Spotting diagraphs in words. Show children how to touch each finger as they say each sound. For exception words such as ‘the’ and ‘said’, help children identify the sound that is tricky to spell. | **Ditty.**Set 1 Special Friends.Read words with Special Friends: Word Time 1.5 and 1.6.Read Word Times 1.1 to 1.4.Read 3-sound nonsense words.Spell using Fred Fingers.**Reading:** Rhyming strings, common theme in traditional tales, identifying characters and settings. Help children to become familiar with letter groups, such as ‘th’, ‘sh’, ‘ch’, ‘ee’ ‘or’ ‘igh’. Provide opportunities for children to read words containing familiar letter groups: ‘that’, ‘shop’, ‘chin’, ‘feet’, ‘storm’, ‘night’. | **Red.**Review Set 1 Sounds (reading only).Read 4/5 sound words: Word Time 1.6 and 1.7. Read Word Time 1.1 to 1.5.Read 3/4 sound nonsense words.Spell using Fred Fingers.**Reading:** Story structure-beginning, middle, end. Innovating and retelling stories to an audience, non-fiction books. Listen to children read some longer words made up of letter-sound correspondences they know: ‘rabbit’, ‘himself’, ‘jumping’. | **Green.**Read Set 2 Sounds and Phonics Green Words.Read Set 1 Phonics Green Words and build speed. Read nonsense words.Spell using Fred Fingers.**Reading:** Non-fiction texts, Internal blending, Naming letters of the alphabet. Distinguishing capital letters and lower case letters. | **Green.**Read Set 2 Sounds and Phonics Green Words.Read Set 1 Phonics Green Words and build speed. Read nonsense words.Spell using Fred Fingers.**Reading:** Reading simple sentences with fluency. Reading CVCC and CCVC words confidently.**Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending; Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.** |
| **Literacy: Writing** | **Representing name and initial letter sounds.** Dominant hand, tripod grip, mark making, giving meaning to marks and labelling. Writing initial sounds and simple captions. Use initial sounds to label characters / images. Writing Names and Labels. Writing messages. Practising correct letter formation. | **Writing CVC words.** Name writing. Labelling using initial sounds. Story scribing. Retelling stories in writing area. Sequencing the story. Practising correct letter formation. | **Caption Writing and Tricky Words.** Writing some of the tricky words such as I, me, my, like, to, the. Writing CVC words. Labels using CVC, CVCC, CCVC words. Guided writing based around developing short sentences in a meaningful context. Create a story board. Practising correct letter formation. | **Begin to write simple sentences. ‘Hold and write a sentence’.** Creating own story maps, writing captions and labels, writing simple sentences. Writing short sentences to accompany story maps. Labels and captions. Write a sentence. Ensuring correct letter formation. | **Writing simple sentences. ‘Hold and write a sentence’.** Writing for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces. Form lower-case and capital letters correctly. Rhyming words. Write 2 sentences. Ensuring correct letter formation. | **Writing simple sentences and phrases that can be read by others.** Story writing, writing sentences using a range of tricky words that are spelt correctly. Beginning to use full stops, capital letters and finger spaces. Using familiar texts as a model for writing own stories. Write a character description. Write three sentences with beginning, middle and end. Using correct letter formation. **Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters.** |
| **Maths****White Rose Key Concepts** | Getting to know you.Match, sort and compare.Talk about measure and patterns.It’s me. 1,2,3. | It’s me. 1,2,3.Circles and triangles.1,2,3,4,5.Shapes with 4 sides. | Alive in 5.Mass and capacity.Growing 6,7,8.Length, height and time. | Building 9 and 10.Explore 3D shapes. | To 20 and beyond.How many now?Manipulate, compose and decompose.Sharing and grouping. | Visualise, build and map.Make connections.Consolidation. |
| **Communication and Language** | **Communication and Language is developed throughout the year through high quality speaking and listening interactions, daily group discussions, sharing circles, Jigsaw/PSHE sessions, story sessions, singing, speech and language interventions, assemblies and weekly interventions.** |
| Settling in activities and carpet times. Nursery rhymes. The Colour Monster – moods and feelings. Adults modelling language throughout the day “Thank you!” “Good morning!” “How are you?” “Please could you pass me…?” Individual speech assessment. | Links to festivals children’s experiences, talking about shared experiences. Songs – Nativity and Christmas songs. Listening to stories and developing vocabulary. Good listening skills. Sharing weekend news. | Listen to stories to build familiarity, understanding and increase vocabulary. Ability to speak in sentences using language to develop relationships. Retelling a story using story language. Asking how and why questions… Sharing Christmas holiday news. | Sustained focus when listening to a story. Describing events in detail using connectives. Understanding and using question words such as what, where, who… Sharing weekend news. | Retelling stories with an increased knowledge of story language and vocabulary. Relate the stories they have listened in their lives and their role-play. Make up their own stories with beginning, middle and end. Sharing Easter holiday news. | Able to talk about own abilities in positive way. **Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Holding conversation in back and forth exchanges with adults and peers. Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen,** **making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Sharing experiences from their lives using full sentences including use of past, present and future tenses.** |
| **Physical Development** | **Cooperation and Moving****Gross Motor:** Cooperation games i.e. parachute games. Climbing on outdoor equipment. Different ways of moving to be explored with children.Following instructions.Spatial awareness.Coordination and moving safely.Help individual children to develop good personal hygiene. Provide regular reminders about thorough handwashing and toileting. | **Gymnastics.****Gross Motor:**Floor work.Low level climbing and balancing.Safe jumping/landing.Spatial awareness.Rolls.Following instructions.Safely managing the equipment. | **Ball Skills and Moving to Music** **Gross Motor:** Ball skills - aiming, dribbling, pushing, throwing & catching, patting, or kicking. Provide a wide range of activities to support a broad range of abilities. Dance / moving to music.  | **Balance** **Gross Motor:** Balance- children moving with confidence.Dance related activities.Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce.Climbing apparatus. | **Obstacles** **\*Swimming****Gross Motor:** Obstacle activities children moving over, under, through and around equipment. Encourage children to be highly active and get out of breath several times every day. Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Dance / moving to music. | **Team games** **\*Swimming****\*Sport’s Day****Gross Motor:** Races / team games involving gross motor movements.Handling equipment such as rackets and hoops with more control.Dance related activities. Gymnastics / Balance **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.** |
|  | **Fine Motor:** Dough activities. Daily name writing activities. Threading, cutting, weaving, playdough, Finger Gym activities. Manipulate objects with good fine motor skills. Show preference for dominant hand. Draw lines and circles using gross motor movements. Hold pencil/paint brush beyond whole hand grasp. Pencil Grip – encourage tripod grip**.** | **Fine Motor:** Daily name/CVC writing activities. Threading, cutting, weaving, playdough, Finger Gym activities. Develop muscle tone to put pencil pressure on paper. Use tools to effect changes to materials. Show preference for dominant hand Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation. | **Fine Motor:** Daily name/CVC writing activities. Threading, cutting, weaving, playdough, Finger Gym activities. Begin to form letters correctly. Handle tools, objects, construction and malleable materials with increasing control. Encourage children to draw freely. Holding Small Items / Button Clothing / Cutting with Scissors. | **Fine Motor:** Daily name/CVC writing activities. Threading, cutting, weaving, playdough, Finger Gym activities. Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed. | **Fine Motor:** Daily name/CVC/sentence writing activities. Threading, cutting, weaving, playdough, Finger Gym activities. Develop pencil grip and letter formation continually Use one hand consistently for fine motor tasks. Cut along a straight line with scissors / Start to cut along a curved line, like a circle / Draw a cross. | **Fine Motor: Holding a pencil effectively in preparation for fluid writing using the tripod grip.** Threading, cutting, weaving, playdough, Fine Motor activities. Form letters correctly Copy a square Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a picture Start to draw pictures that are recognisable / Build things with smaller linking blocks, such as Duplo or Lego. **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.** |
| **Personal Social and Emotional** | **Self-Regulation:** Throughout the year children will work towards simple goals, being able to wait to wait for what they want and control their 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. \* Controlling own feeling and behaviours. \* Able to concentrate on a task. \* Applying personalised strategies to return to a state of calm. \* Able to ignore distractions. \* Thinking before acting. \* Able to curb impulsive behaviours. \* Behaving in ways that are socially acceptable. \* The ability to persist and persevere. | **Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.** |
| **Managing Self:** Throughout the year children will see themselves as a valuable individual and how they fit into our community. They will build respectful relationships and learn to deal with their own emotions. We will set up meaningful experiences and opportunities for the children to develop these skills.The children will learn to take turns, share and be a good friend. The children will consider how to stay healthy through their daily habits and managing their personal hygiene.  | **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. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.** |
| **Building Relationships:** Throughout the year children will work towards forming relationships with the adults and their peers. They will begin to understand how relationships are formed and show an ability to show sensitivity to other’s needs. Playing both team games and board games play an important role in the Reception year. This enables the children to understand turn taking and working cooperatively. | **Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others’ needs.** |
| **Self Regulation:** My feelings. | **Building Relationships:** Special relationships. | **Managing Self:** Taking on challenges. | **Self Regulation:** Listening and following instructions. | **Building Relationships:** My family and friends. | **Managing Self:** My wellbeing. |
| **Understanding the World** | **Past and Present:**Who is in my family? Commenting on photos of their family – naming who they can see and of what relation they are to them. Can talk about what they do with their family and places they have been with their family. Name and describe people who are familiar to them. Read fictional stories about families and start to tell the difference between real and fiction. Talk about members of their immediate family and community. Role play – home setting. Their past and their life as a baby.Compare toys now to toys in the past.Significant achievements of the artist Freda Kahlo. | **Past and Present:**Links to festivals: Bonfire night, Diwali, Xmas Can talk about what they have done with their families during Christmas’ in the past. Show photos of how Christmas used to be celebrated in the past. Use world maps to show children where some stories are based. Use the Martha Maps It Out to draw information from a map.  | **Past and Present:**Link to the traditional story of the Zodiac.  | **Past and Present:**Moon landing.Significant achievements of astronauts including Mae Jemison. | **Past and Present:**Significant achievements of Mary Anning.Set up a fossil shop.What can we learn from fossils.Timelines.Understand ‘extinct’. | **Past and Present:**Traditional stories.**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 their experiences and what has been read in class.** |
|  | **People, Culture and Communities:**Describing their environment around them. Can they locate their home on google maps? Exploring what makes a family. The varying members of a family unit.Fairtrade.Black History Month. | **People, Culture and Communities:**Links to festivals: Bonfire night Diwali Christmas Role play – Christmas home scene. Cultural Events – Halloween (Trick or Treat), Bonfire Night, Remembrance Sunday, Christmas, Diwali.Compare the weather here to that of other countries. | **People, Culture and Communities:** Chinese New Year – how is it celebrated? How is it different to New Year here? Celebrating our differences. Significant cultural events: Pancake Day Easter Mother’s Day | **People, Culture and Communities:** | **People, Culture and Communities:** | **People, Culture and Communities:**Transition. Building and developing relationships with new friends.**Describe their 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 their 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.** |
|  | **The Natural World:**The change in seasons. Gathering apples.Dissecting apples to understand their life cycle.Forest School. | **The Natural World:**Seasons and change. Freezing and melting.Fieldwork: Changes in the seasons/weather Tracking weather/temperature Gathering dataForest School. | **The Natural World:**Nature based artwork (Andy Goldsworthy).Comparing the Arctic to our environment.Seasons – Spring – differences and changes over time – weather, animals and plants. Introduce the children to recycling and how it can take care of our world. Look at what rubbish can do to our environment and animals. Litter pick around Bollington.Forest School. | **The Natural World:**Our place in the solar system. Link to maps and aerial views | **The Natural World:**Observing the growth and development of a chick from incubation to hatching. | **The Natural World:**Life cycles of plants.Life cycles of butterflies and bees.**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 their 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.** |
| **Expressive Art and Design** | **Creating with Materials:** Self portraits Use of the continuous provision and how to use the paint and workshop areas. Autumn pictures. Mixing colours and exploring textures.**Marvellous Marks.****DT: Cooking apple crumble.** | **Creating with Materials:** Linking colours to festivals. Firework pictures. Rocket models. Listen to music and make their own dances in response. Christmas decorations, Christmas cards.Diva lamps.**Painting in Mixed Media.****DT: Cooking Christmas biscuits.** | **Creating with Materials:** Winter pictures and scenes. Chinese New Year – lanterns.**Sculpture and 3D .****DT: Cooking pancakes.** | **Creating with Materials:** Spring pictures. Flower artwork.Space pictures using chalks.Marbling inks to represent planets.**Craft and Design.****DT: Healthy fruit salad.** | **Creating with Materials:**Clay fossils.**DT: Junk Modelling.****DT: Veggie salad grown from our allotment.** | **Creating with Materials:**Micro habitats.**DT: Sewing Project.****DT: Cooking honey flapjacks.****Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories.** |
| **Music** | **Exploring Sound**Vocal soundsBosy soundsInstrumental soundsEnvironmental soundsNature sounds | **Celebration Music**DiwaliHanukkahKwanzaaChristmasChristmas music with actions | **Music and Movement**Action songsFinding the beatExploring tempoExploring tempo and pitch through dancePerformance | **Transport**Different types of transportTrainsBoatsCarsJourneys | **Big Band**What makes an instrument?OrchestraFollow the beatTuned and untunedBig Band performance | **Musical Stories**Moving to musicUsing instruments to represent charactersStorytelling with actionsUsing instruments to represent actionsMusical story compositionMusical story performance |
| **ICT and Computing** | **Using a computer**Using a keyboardMouse control | **Following instructions.**Following/giving instructions.Making predictions. | **Exploring hardware**Technology in the homeUsing a cameraMaking a photo album | **Programming Beebots**Understanding directions using arrowsSimple Beebot programming | **Introduction to data**Sort and categorise objectsCreate pictograms | **Coding**Use Espresso Coding to programme characters in simple games to move |
| **RE** | **Harvest****I am special** | **Christmas** | **Special people** | **Easter** | **Special places** | **Special times** |