



## Great Gaddesden Cof E (VA) Primary School

### Curriculum overview for academic year 2023 - 2024

#### Whole School Curriculum overview

EYFS			Term	Subject						
				Communic-ation and Language/ Literacy	Maths	Understanding the world	RE	Expressive art & design including music	Physical Development	Persona, social & emotional developments
	Topic: Autumn 1: All about me; Harvest;				Autumn 2: Autumn; festivals and celebrations; Christmas					
	Autumn	1	<b>Maintaining attention, concentration and listening in a range of situations</b>	Matching and sorting by colour, size and shapes	Noticing signs of Autumn	Emmanuel Project (see separate overview for areas of study)	Recite 2 nursery rhymes	Opportunities for running, jumping, climbing, skipping and hopping	Able to express own needs and wants to a familiar adult	
	<b>Key Texts:</b>		<b>Imagining and creating roles</b>	Verbally count beyond 10			Artists: Picasso and Kadinsky			
	We are All Different/On Every House on Every Street		<b>Can hear and recognise simple rhymes</b>	Making comparisons of size and quantity			Understanding why we celebrate Harvest festival	Printing - first skills	Negotiating space successfully to facilitate play	Confident to articulate what they can and can't do
	Little Rabbit Foo Foo		<b>Identifying and discriminating environmental sounds</b>	Can name and label common 2d shapes				Junk Modelling - introduce joining techniques	Catches a large ball during a turn-taking game	
	Little Red Hen		<b>Ascribes meaning to marks as they're created</b>	Exploring pattern	Differences between ourselves and others			Can use a paintbrush with increasing control	Partaking in turn-taking activities and tolerating delay when needs are not met	
	The Enormous Turnip			Begin to link to number names to numerals and quantities to 5					Can use scissors and is beginning to use a pencil using appropriate grip	Understanding and following classroom routines and boundaries
	The Messy Magpie							Imagining and creating roles		



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	<p>Leaf Man</p> <p>Not Now Bernard</p> <p>Nursery Rhyme Collection</p> <p>The Christmas Story</p>	2	<p><b>Listening to stories and anticipating key events</b></p> <p><b>Imagining and creating roles sticking to a main theme</b></p> <p><b>Using initial sounds for writing</b></p> <p><b>Linking taught sounds to letters within the environment</b></p> <p><b>Blend and segment simple CVC words</b></p>	<p>Identifying representations of 1,2,3</p> <p>Counting up to three objects in different arrangement</p> <p>Exploring and noticing the different compositions of 2 and 3</p> <p>Counting and subsisting numbers to 5</p> <p>Confidently match number names to numerals and quantities to 5</p> <p>Using the language of one more and one less</p> <p>Uses simple volume-based vocabulary to describe capacity</p> <p>Solving problems based upon skills taught</p> <p>Create own repeating patterns</p>	<p>Noticing signs of Autumn using the senses</p> <p>Beginning to understand the rules of using interactive whiteboard</p> <p>Understanding the basic rules of keeping safe using ICT</p>	<p>Recognising festivals celebrated by other cultures and religions</p> <p>Understanding the importance of the Christmas story in Christianity</p>	<p>Artist: Andy Goldsworthy - nature art</p> <p>Exploring colour and how to create secondary colours</p> <p>Exploring a range of musical instruments, exploring pitch, tone and volume</p> <p>Representing roles through role play alongside peers</p> <p>Christmas Nativity painting - art/geography (Dec.)</p>	<p><b>Travels with confidence around the outdoor space using the climbing equipment</b></p> <p><b>Combining different movements with ease and fluency</b></p> <p><b>Reception: showing preference for a dominant hand</b></p> <p><b>Recognises and addresses need to go to the toilet</b></p>	<p><b>Confidently recognising emotions and understanding strategies to self-regulating</b></p> <p><b>Adjusting behaviour to suit a range of situations</b></p>
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	Topic Spring 1: Wlnter; ( based on children's interests)					Spring 2: ( based on children's interests), Spring			
	Spring	1	Begin to ask questions or create actions	Understandin g the composition of 4 and 5	Noticing and commenting on the changes to the immediate environment	Recognising festivals celebrated by other cultures and religions	Role to play to include vocabulary that has been explicitly taught with peers	Forms recognisable letters whilst holding pen correctly/ controls a mark-making tool for a desired purpose	Being familiar with routines and is confident to complete adult-directed activities
	Key Texts:  Penguin		Following verbal instructions with multiple commands	Comparing mass	Identifying Earth within the Solar System and confidently describing the sun and moon	Understanding the significance of Lent in the Christian faith	Manipulating materials to introduce a story into their play	Using a range of household materials to stamp and create patterns	Communic- ating freely with peers and familiar adults during play and large group sessions
			Retell stories some with exact repetition and some in their own words	Verbally count beyond 20				Confidently and safely using a range of large and small apparatus indoors and outside alone and in a group	Recognising why they like some things more than others
			Role to play to include vocabulary that has been explicitly taught	Representing 6,7 and 8 in a variety of ways					
			Creating simple rhymes	Counting out a required number from a larger number					
			Own name is clearly eligible	Identifying objects by position					
			Beginning to read words and simple sentences	Noticing 2d shapes in the environment					Negotiating and solving problem
				Ordering and sequencing important times in the day					Identifying reasons for peers emotional well-being
				Confidently match to number names to numerals and quantities to 10					Understanding the importance of personal hygiene including the importance of oral health



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		2	<p><b>Listening and responding appropriately to others during play</b></p> <p><b>Following a story without pictures or props</b></p> <p><b>Reading and understanding simple sentences based upon phonic knowledge</b></p> <p><b>Writing and mark-making labels and captions</b></p>	<p>Representing and arranging 9 and 10 in a variety of ways and understanding that the number stays the same</p> <p>Subitising numbers to 10</p> <p>Comparing and ordering numbers to 10</p> <p>Exploring number bonds to 10 using a variety of resources</p> <p>Uses natural objects to recognise and create patterns</p> <p>Solving problems based upon skills taught</p>	<p>Recognises and confidently talks about the signs of Spring</p> <p>Talking about the differences between animals from different parts of the world</p> <p>the basic rules of keeping safe using ICT</p>	<p>Understanding the significance of the Easter story in Christianity</p>	<p>Exploring a variety of dance styles and uses our body to represent them</p> <p>Exploring how sounds around made, and creating our own</p>	<p><b>Showing increasing control when using tools and objects</b></p> <p><b>Supporting peers to fasten and unfasten coats</b></p> <p><b>Develop confidence, competence and precision and accuracy when engaging in activities that involve a ball</b></p>	
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	Topic Summer 1; Topics based on children's interests					Summer 2: Summer; transition; Topics based on children's interests			
	Summer Key Texts	1	How and why questions	Building and identifying numbers to 20.	Identifying past and present events in their own lives	Exploring and discussing the similarities and differences between Christianity and Buddhism	Using body to represent a variety of movements in time to music	Handling small tools including pencils safely for their desired purpose	Becoming independent learners by selecting and choosing resources to enhance their play
			Past, present and future						
			Innovating their own stories	Recognising that numbers 1-9 repeat after each full 10	Understanding key ingredients for healthy growing and recognising changes over time		Exploring mixing colours for a desired purpose		
			Initial grammar rules						
			Writing words and simple sentences and beginning to use capital letters and full stops	Beginning to use the vocabulary involved in adding and subtracting	Operating simple apps for a desired purpose		Selecting appropriate resources to suit individual project	Challenges themselves without direct supervision whilst applying safety measures	During play and adult-led activities can say when they do or don't need help
			Independent reading of pitch appropriate texts	Naming and labeling common 3d shapes	Operating simple programmable toys		Initiating role play with peers based upon school-based learning and wider experiences		
			Whole class shared reading of traditional tales	Using non-standard ised forms of measuring confidently			Constructing with a purpose in mind		Confidence with emotional literacy to articulate feelings of others
				Beginning to use language related to length and height					Preparing children to be equipped for next stage of learning



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		2	<p><b>Writing and mark-making opportunities in a variety of contexts</b></p> <p><b>Use and understand recently introduced vocabulary</b></p> <p><b>Write simple phrases and sentences that can be read by others using capital letters and full stops with accuracy</b></p> <p><b>Poetry- beginning to use rhyme in writing</b></p>	<p>Problem solving by doubling, halving, sharing and grouping</p> <p>Recognising even and odd number patterns</p> <p>Automatically recalling number bonds to 10</p> <p>Begins to use standardised forms of measuring</p> <p>Solving problems based upon skills taught</p>	<p>Knowing what makes them the same and different to others</p> <p>Recognising festivals celebrated by other cultures and religions</p> <p>Talking about the impact of changes in the future and how to manage these</p> <p>Selecting the appropriate ICT device for desired purpose</p> <p>Understanding the basic rules of keeping safe using ICT</p>	<p>Listening to and being able to talk about different Bible stories</p>	<p>Recite a number of 5 nursery rhymes</p> <p>Using role play as an outlet to express emotions and feelings</p>	<p><b>Develop the foundations of a handwriting style which is fast, accurate and efficient</b></p> <p><b>Know and talk about the different factors that support their overall health and well-being</b></p> <p><b>Independently remove shoes and socks</b></p> <p><b>Show accuracy and care when drawing</b></p>	
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