



Great Gaddesden Cof E (VA) Primary School
Curriculum overview for academic year 2023 - 2024

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| | <p>Leaf Man</p> <p>Not Now Bernard</p> <p>Nursery Rhyme Collection</p> <p>The Christmas Story</p> | <p>2</p> <p>Listening to stories and anticipating key events</p> <p>Imagining and creating roles sticking to a main theme</p> <p>Using initial sounds for writing</p> <p>Linking taught sounds to letters within the environment</p> <p>Blend and segment simple CVC words</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>Travels with confidence around the outdoor space using the climbing equipment</p> <p>Combining different movements with ease and fluency</p> <p>Reception: showing preference for a dominant hand</p> <p>Recognises and addresses need to go to the toilet</p> | <p>Confidently recognising emotions and understanding strategies to self-regulating</p> <p>Adjusting behaviour to suit a range of situations</p> |
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| | | Topic Spring 1: Winter; (based on children's interests) | | | Spring 2: (based on children's interests), Spring | | | |
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| Spring | 1 | Begin to ask questions or create actions Following verbal instructions with multiple commands Retell stories some with exact repetition and some in their own words Role to play to include vocabulary that has been explicitly taught Creating simple rhymes Own name is clearly eligible Beginning to read words and simple sentences | Understanding the composition of 4 and 5 Comparing mass Verbally count beyond 20 Representing 6,7 and 8 in a variety of ways Counting out a required number from a larger number Identifying objects by position Noticing 2d shapes in the environment Ordering and sequencing important times in the day Confidently match to number names to numerals and quantities to 10 | Noticing and commenting on the changes to the immediate environment Identifying Earth within the Solar System and confidently describing the sun and moon | Recognising festivals celebrated by other cultures and religions Understanding the significance of Lent in the Christian faith | Role to play to include vocabulary that has been explicitly taught with peers Manipulating materials to introduce a story into their play Using a range of household materials to stamp and create patterns | Forms recognisable letters whilst holding pen correctly/ controls a mark-making tool for a desired purpose Confidently and safely using a range of large and small apparatus indoors and outside alone and in a group Confidently zip and unzip coat before entering outdoor environment when appropriate | Being familiar with routines and is confident to complete adult-directed activities Communicating freely with peers and familiar adults during play and large group sessions Recognising why they like some things more than others Negotiating and solving problem Identifying reasons for peers emotional well-being Understanding the importance of personal hygiene including the importance of oral health |
| | | | Penguin | | | | | |



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| | | 2 | <p>Listening and responding appropriately to others during play</p> <p>Following a story without pictures or props</p> <p>Reading and understanding simple sentences based upon phonic knowledge</p> <p>Writing and mark-making labels and captions</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>Showing increasing control when using tools and objects</p> <p>Supporting peers to fasten and unfasten coats</p> <p>Develop confidence, competence and precision when engaging in activities that involve a ball</p> | |
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| | | Topic Summer 1; Topics based on children's interests | | | Summer 2: Summer; transition; Topics based on children's interests | | | | |
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| Summer | 1 | Key Texts | 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 | 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 | | |
| | | | Innovating their own stories | 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 |
| | | | Initial grammar rules | Naming and labeling common 3d shapes | Operating simple programmable toys | | Initiating role play with peers based upon school-based learning and wider experiences | | Confidence with emotional literacy to articulate feelings of others |
| | | | Writing words and simple sentences and beginning to use capital letters and full stops | Using non-standard ised forms of measuring confidently | | | Constructing with a purpose in mind | | Preparing children to be equipped for next stage of learning |
| | | | Independent reading of pitch appropriate texts | Beginning to use language related to length and height | | | | | |
| | | | Whole class shared reading of traditional tales | | | | | | |



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| | | <p>2</p> <p>Writing and mark-making opportunities in a variety of contexts</p> <p>Use and understand recently introduced vocabulary</p> <p>Write simple phrases and sentences that can be read by others using capital letters and full stops with accuracy</p> <p>Poetry- beginning to use rhyme in writing</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>Develop the foundations of a handwriting style which is fast, accurate and efficient</p> <p>Know and talk about the different factors that support their overall health and well-being</p> <p>Independently remove shoes and socks</p> <p>Show accuracy and care when drawing</p> | |
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