



Great Gaddesden Cof E (VA) Primary School

Curriculum overview for 2022/23

Academic year 2022 - 2023

	Term	Subject					
		Communication and Language/Literacy	Maths	Understanding the world	RE	Expressive art & design including music	Physical Development
EYFS	Topic: Autumn 1: All about me/Harvest/Safari			Autumn 2: Remembrance/Dinosaurs/Christmas			
	Autumn 1	1	<p>Maintaining attention, concentration and listening in a range of situations</p> <p>Matching and sorting by colour, size and shapes</p> <p>Making comparisons of size and quantity</p> <p>Imagining and creating roles</p> <p>Can name and label common 2d shapes</p> <p>Exploring pattern</p> <p>Identifying and discriminating environmental sounds</p> <p>Ascribes meaning to marks as they're created</p>	<p>Noticing signs of Autumn</p> <p>Differences between ourselves and others</p>	<p>Creation 1: Why is the word 'God' important to Christians?</p> <p>Understanding why we celebrate Harvest festival</p>	<p>Recite 2 nursery rhymes</p> <p>Imagining and creating roles</p>	<p>Moving freely, exploring different ways of moving</p> <p>Negotiating space successfully to facilitate play</p> <p>Catches a large ball during a turn-taking game</p> <p>Can use scissors and is beginning to use a pencil using appropriate grip</p>
	<p>Key Texts:</p> <p>Lulu's First Day</p> <p>It's OK to be Different</p> <p>You Choose</p> <p>The Colour Monster</p> <p>Rumble in the Jungle</p> <p>Leaf Man</p>						



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	<p>Autumn 2</p> <p>Dinosaur Roar Giganotosaurus</p> <p>Dinosaurs Love Underpants</p> <p>Harry and the Bucketful of Dinosaurs</p> <p>The Nativity 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>Matching 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>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>Incarnation 1: Why do Christians perform nativity plays at Christmas?</p> <p>Recognising festivals celebrated by other cultures and religions</p> <p>Understanding the importance of the Christmas story in Christianity</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>Travels with confidence around the outdoor space using the climbing equipment</p> <p>Reception: showing preference for a dominant hand</p> <p>Recognises and addresses need to go to the toilet</p>	<p>Jigsaw PSHE scheme</p> <p>'Celebrating Difference - Respect for similarity and difference, anti-bullying and being unique' (Reception unit)</p> <p>Understanding and following classroom routines and boundaries</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;		Spring 2: Animals' Spring				
	<p>Spring 1</p> <p>Key Texts:</p> <p>Emperor's Egg</p> <p>Betty's Yeti</p>	<p>1</p> <p>Begin to ask questions or create actions</p> <p>Following verbal instructions with multiple commands</p> <p>Role to play to include vocabulary that has been explicitly taught</p> <p>Creating simple rhymes</p> <p>Own name is clearly eligible</p> <p>Beginning to read words and simple sentences</p>	<p>Understanding the composition of 4 and 5</p> <p>Comparing mass</p> <p>Representing 6,7 and 8 in a variety of ways</p> <p>Counting out a required number from a larger number</p> <p>Identifying objects by position</p> <p>Noticing 2d shapes in the environment</p> <p>Ordering and sequencing important times in the day</p>	<p>Noticing and commenting on the changes to the immediate environment</p> <p>Identifying Earth within the Solar System and confidently describing the sun and moon</p>	<p>Salvation 1: How can we help others when they need it?</p> <p>Recognising festivals celebrated by other cultures and religions</p> <p>Understanding the significance of Lent in the Christian faith</p>	<p>Role to play to include vocabulary that has been explicitly taught with peers</p> <p>Manipulating materials to introduce a story into their play</p> <p>Using a range of household materials to stamp and create patterns</p>	<p>Forms recognisable letters whilst holding pen correctly/ controls a mark-making tool for a desired purpose</p> <p>Climbing over, under and through climbing equipment in the outdoor space</p> <p>Confidently zip and unzip coat before entering outdoor environment when appropriate</p>	<p>P.S.H.E. (Jigsaw):</p> <p>Spring 1 -</p> <p>'Dreams and Goals - Aspirations, how to achieve goals and and understanding the emotions that go with this' (Nursery unit)</p> <p>Being familiar with routines and is confident to complete adult-directed activities</p> <p>Communicating freely with peers and familiar adults during play and large group sessions</p>



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	<p>Spring 2</p> <p>We're Going on an Egg Hunt</p> <p>The Easter Story</p>	<p>2</p> <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>Basic rules of keeping safe using ICT</p>	<p>Salvation 2: Why do Christians put a cross in an Easter garden?</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>Jigsaw programme:</p> <p>'Healthy Me - Being and keeping safe and healthy' (Reception unit)</p> <p>Recognising why they like some things more than others</p> <p>Negotiating and solving problem</p> <p>Identifying reasons for peers emotional well-being</p>	
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		Topic Summer 1: Growing and changes;			Summer 2: Summer; transition			
Summer Key Texts	1	How and why questions Past, present and future Innovating their own stories Writing words and simple sentences Initial grammar rules Independent reading of pitch appropriate texts Whole class shared reading of traditional tales Literacy recovery programme	Building and identifying numbers to 20 Recognising that numbers 1-9 repeat after each full 10 Beginning to use the vocabulary involved in adding and subtracting Naming and labelling common 3d shapes Using non-standardised forms of measuring confidently Beginning to use language related to length and height	Identifying past and present events in their own lives Understanding key ingredients for healthy growing and recognising changes over time Operating simple apps for a desired purpose Operating simple programmable toys	Incarnation 2: What makes every single person unique and precious?	Using body to represent a variety of movements in time to music Exploring mixing colours for a desired purpose Selecting appropriate resources to suit individual project Initiating role play with peers based upon school-based learning and wider experiences Constructing with a purpose in mind	Handling small tools including pencils safely for their desired purpose Challenges themselves without direct supervision whilst applying safety measures	P.S.H.E. (Jigsaw): 'Relationships - Building positive, healthy relationships' (Nursery unit) Becoming independent learners by selecting and choosing resources to enhance their play During play and adult-led activities can say when they do or don't need help



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		<p>2</p> <p>Literacy recovery programme</p> <p>Writing and mark-making opportunities in a variety of contexts</p> <p>Confidence in answering questions on texts that have been read</p> <p>Writing words and simple sentences with some words spelt correctly and some irregular common words which can be read by themselves and others</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>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>Creation 2: How can we care for our wonderful world?</p>	<p>Recite a number of 5 nursery rhymes</p> <p>Using role play as an outlet to express emotions and feelings</p>	<p>Being able to coordinate arms and legs to catch a small ball, run and climb</p> <p>Understanding the importance of a healthy diet and how to keep themselves</p> <p>Independently remove shoes and socks</p>	<p>'Changing Me - Coping positively with change' (Reception unit)</p> <p>Confidence with emotional literacy to articulate feelings of others</p> <p>Preparing children to be equipped for next stage of learning</p>	
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