

Curriculum Coverage – Potter Class

Autumn term 1 - Ourselves						
Communication and language	Personal, social and emotional development	Physical development	Literacy	Mathematics	Understanding the world	Expressive Arts and Design
<ul style="list-style-type: none"> • Listening, Attention and Understanding - Speaking • Language rich conversations building on new vocabulary. • Listening to stories, non-fiction books and rhymes, developing a deep familiarity with the text and retelling the story. • Learning rhymes, poems and songs. • Listening to each other and responding by asking questions. • Listening games and walks. • Using story maps, sequencing pictures to structure and recall. • Imaginative talk in role play. 	<ul style="list-style-type: none"> • Self-Regulation - Managing Self - Building Relationships • Building Relationships: Special Relationships (Kapow) • Starting school, learning new routines and making new friends. • Getting to know each other, learning to take turns and form new relationships with children and adults. • Supporting children to manage emotions and develop a positive sense of self. Learning about school values and developing pride in achievements and efforts. • Learning how to look after their own bodies, including healthy eating and managing personal needs independently. 	<ul style="list-style-type: none"> • Gross and fine motor skills <p>PE lessons focussing on travelling and negotiating space.</p>	<ul style="list-style-type: none"> • Comprehension, Word Reading and Writing • Daily Phonics - Little Wandle Letters and Sounds Foundations for Phonics and Phase 2. • Reading regularly at home and school, starting with picture books. • Writing – prewriting mark making and beginning to form letters correctly. • Key texts include Starting School, The Colour Monster, Harry and the Dinosaurs Go to School, Funnybones, Oliver's Vegetables, Pumpkin Soup, The Leaf Thief. • Retelling stories using own words and recently introduced vocabulary. 	<ul style="list-style-type: none"> • Number - Numerical Patterns <p>White Rose Maths</p> <ul style="list-style-type: none"> • Getting to know you • Match, sort and compare • Talk about measure and patterns • It's me 1,2,3 <ul style="list-style-type: none"> • Developing a deep understanding of numbers. Learning to subitise (recognise quantities without counting). • Activities in role play, encouraging counting using 1-1 correspondence. • Making repeating patterns 	<ul style="list-style-type: none"> • Past and Present - People, Culture and Communities - The Natural World • RE What do different religious and non-religious worldviews say about how we welcome babies? • Increasing the children's knowledge and sense of the World around them through experiences and stories. • Talking about their lives and understanding the past, e.g. how they have changed since they were babies. • Learning about the natural world and seasonal changes, with a focus on Autumn. Learning about Harvest. 	<ul style="list-style-type: none"> • Creating with Materials • Being Imaginative and Expressive • Self-portraits • Autumn inspired craft, including leaf art. • Painting with fruit and vegetables, • Role play in home corner, shop and outside area. • Colour mixing. • Mud kitchen recipes, sand and water play. • Junk modelling. • Making playdough. <p>Music Exploring sound (Kapow)</p>

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Autumn term 2 - Celebrations

Communication and language	Personal, social and emotional development	Physical development	Literacy	Mathematics	Understanding the world	Expressive Arts and Design
<ul style="list-style-type: none"> • Listening, Attention and Understanding - Speaking • Language rich conversations building on new vocabulary. • Listening to stories, non-fiction books and rhymes, developing a deep familiarity with the text and retelling the story. • Learning rhymes, poems and songs. • Listening to each other and responding by asking questions. • Listening games and walks. • Using story maps, sequencing pictures to structure and recall. • Imaginative talk in role play. 	<ul style="list-style-type: none"> • Self-Regulation - Managing Self - Building Relationships • Building Relationships: My family and friends (Kapow) • Following routines and building on friendships. • Managing emotions and developing a positive sense of self. • Set and work towards simple goals, such as the nativity production. • 	<ul style="list-style-type: none"> • Gross and fine motor skills PE lessons will focus on Ball Skills 	<ul style="list-style-type: none"> • Comprehension, Word Reading and Writing • <i>Daily phonics</i> Little Wandle Letters and Sounds Phase 2. • Retelling stories using own words and recently introduced vocabulary. Learning GPC's and writing recognisable letters. Learning to spell words by identifying sounds in them. • Reading regularly at home and school. • Writing and mark making e.g. shopping lists. Beginning to use initial sounds and writing CVC words. • Key texts include Remember, Remember the 5th November, Dipal's Diwali, Nativity story, The Jolly Christmas Postman, Stickman and many Christmas stories! 	<ul style="list-style-type: none"> • Number - Numerical Patterns White Rose Maths • Circle and Triangles • 1,2,3,4,5 • Shapes with four sides • Developing a deep understanding of numbers. • Use reasoning when working with shapes, space and measures. • Looking at numbers and shapes in the environment. • Creating shape pictures. • Sequencing time pictures, exploring clocks. 	<ul style="list-style-type: none"> • Past and Present - People, Culture and Communities - The Natural World • RE – How do Hindus celebrate Diwali? Why do Christians perform Nativity plays at Christmas? • Increasing the children's knowledge and sense of the World around them through experiences and stories. • Talking about their lives and comparing to others. • Learning about different cultures and Religions by looking at different celebrations. • Learning about the natural world and seasonal changes, with a focus on Winter. • Nativity, Christingle and Christmas. 	<ul style="list-style-type: none"> • Creating with Materials • Being Imaginative and Expressive • Self-portraits and drawings of our families • Role play in home corner, shop and outside area. • Colour mixing. • Mud kitchen recipes, sand and water play. • Junk modelling. • Making playdough. • Firework art. • Christmas crafts and cards. • Dancing and acting in the school Nativity. Music Celebration music (Kapow)

Curriculum Coverage – Potter Class

Spring term 1 – Traditional Tales

Communication and language	Personal, social and emotional development	Physical development	Literacy	Mathematics	Understanding the world	Expressive Arts and Design
<ul style="list-style-type: none"> • Communication and Language Listening, Attention and Understanding - Speaking • Children to talk about their favourite traditional tales. • Act out traditional tales/Imaginative talk in role play 	<ul style="list-style-type: none"> • Self-Regulation - Managing Self - Building Relationships • Self-Regulation: My Feelings (Kapow) • Encourage children to work together to act out scenes from traditional tales. 	<ul style="list-style-type: none"> • Fine and Gross motor skills • PE lessons will focus on balancing and jumping • Chinese New Year – dragon dance 	<ul style="list-style-type: none"> • Comprehension, Word Reading and Writing • Daily Phonics - Little Wandle Letters and Sounds Phase 3 • Shared texts to include: The Three Little Pigs, Goldilocks and the Three Bears, Little Red Riding Hood and Jack and the Beanstalk. • Chinese New Year story • Write recognisable letters using correct formation. • Learning new vocabulary. • Retelling familiar stories. • Labelling fairy tale characters and making traditional tale story maps. 	<ul style="list-style-type: none"> • Number - Numerical Patterns White Rose Maths • Alive in 5 • Mass and capacity • Growing 6, 7 and 8 • Length, height and time • Compare quantities in different contexts, recognising when one quantity is greater than, less than or the same as other quantity. 	<ul style="list-style-type: none"> • Past and Present - People, Culture and Communities - The Natural World • RE – Religion and the Environment • What are different religious and non-religious stories of creation? Including Inuit creation story. • Think about the environment we live in, including weather. • Chinese New Year 	<ul style="list-style-type: none"> • Creating with Materials • Being Imaginative and Expressive • Set up a stage area or role play area and provide dressing up costumes and props to act out traditional tales. • Comparing materials, e.g. houses made by the Three Little Pigs • Chinese New Year dance and craft activities. • Observational drawings. • Music - musical stories (Kapow)

Spring term 2 - Transport

Communication and language	Personal, social and emotional development	Physical development	Literacy	Mathematics	Understanding the world	Expressive Arts and Design
<ul style="list-style-type: none"> • Listening, Attention and Understanding - Speaking • Children to describe their own experience of transport. • Describe vehicles for others to identify. Encourage careful listening skills by describing the vehicles in different ways, such as size, colour or number of wheels. • Stories and rhymes with actions (Wheels on the Bus etc) • Imaginative talk in role play. • Where would you go on a magic carpet? 	<ul style="list-style-type: none"> • Self-Regulation - Managing Self - Building Relationships • Self-Regulation: Listening and following instructions (Kapow) • Challenge the children to work together in groups to build a train, bus or another vehicle. • Talk about road safety. Encourage children to talk about how to keep themselves safe around roads and vehicles. 	<ul style="list-style-type: none"> • Fine and Gross motor skills • PE lessons will focus on Dancing 	<ul style="list-style-type: none"> • Comprehension, Word Reading and Writing • Daily phonics - Little Wandle Letters and Sounds Phase 3 • Shared texts to include: Look Up, Amelia Earhart, Martha Maps It Out, The Train Ride, The Hundred Decker Bus and non-fiction transport books. • To begin to write simple phrases and sentences that can be read by others. • Writing our own transport tickets. • Writing about our journeys. • For morning work, children will be encouraged to write independently. 	<ul style="list-style-type: none"> • Number - Numerical Patterns White Rose Maths • Length, height and time • Building 9 and 10 • Explore 3D shapes • Counting the children coming on and off your train, bus, etc • Can you subitise the number of people waiting at the bus/train stop? Counting the total number. • Have I got an odd or even number of children on my bus? • Are there more people sitting on one side of the bus than the other? Use money to buy tickets for the train, bus etc. 	<ul style="list-style-type: none"> • Understanding the World • Past and Present - People, Culture and Communities - The Natural World • RE – Easter. Why do Christians put a cross in the Easter garden? • Children to talk about similarities and differences between modern types of transport and those used in the past. Children to look at and compare transport used in different countries around the world. Why is it different? • Vehicles for special occasions (including religious events) • WOW moment – class trip to Stansted airport. 	<ul style="list-style-type: none"> • Expressive Arts and Design • Creating with Materials • Being Imaginative and Expressive • Encourage children to develop storylines in their transport role play bus or train. Provide rugs for flying carpets or large cardboard boxes for children to decorate as a vehicle of their choice. • Observational drawings and Easter crafts. • Music - Transport (Kapow)

Curriculum Coverage – Potter Class

Summer term 1 – In the garden

Communication and language	Personal, social and emotional development	Physical development	Literacy	Mathematics	Understanding the world	Expressive Arts and Design
<ul style="list-style-type: none"> • Communication and Language • Listening, Attention and Understanding - Speaking • Children to talk about their favourite minibeasts. • Encourage careful listening skills by describing the creatures in different ways, such as size, colour or number of legs! Stories and rhymes with actions (Wiggly Woo.) and imaginative talk in role play. Children will express their ideas and feelings using full sentences, making use of conjunctions, with modelling and support from adults. 	<ul style="list-style-type: none"> • Self-Regulation - Managing Self - Building Relationships • Managing self: Taking on challenges (Kapow) • Children to work together to look after our outdoor area, both the plants and creatures. 	<ul style="list-style-type: none"> • Fine and Gross motor skills <p>PE lessons will focus on Games</p>	<ul style="list-style-type: none"> • Comprehension, Word Reading and Writing • Daily phonics - Little Wandle Letters and Sounds Phase 4 • Shared texts to include: That's My Flower, Superworm, The Bad Tempered Ladybird, Spinderella, The Very Hungry Caterpillar and Betsy Buglove Saves the Bees. • Children will be encouraged to retell familiar stories and answer comprehension questions about them. The children will be writing fact files or mini stories about minibeasts. • For morning work, children will begin to write captions for pictures independently. 	<ul style="list-style-type: none"> • Number - Numerical Patterns <p>White Rose Maths</p> <ul style="list-style-type: none"> • To 20 and beyond • How many now? • Manipulate, compose and decompose • Have a deep understanding of number to 10, including the composition of each number. • Automatically recall number bonds to 10, including double facts. • Count beyond 20, recognising the pattern of the counting system. • Compare quantities up to 10, recognising when one quantity is greater than, less than or the same as the other quantity. • Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. 	<ul style="list-style-type: none"> • Understanding the World • Past and Present - People, Culture and Communities - The Natural World • RE – What is love? To discuss what love is and how we can show people we love them. • Children to look after plants and creatures in the garden. Children to learn about minibeast habitats. Children will be learning how things grow and planting their own seeds. They will be learning about life cycles and will watch caterpillars change into chrysalides and then emerge as beautiful butterflies. They will raise and feed their own butterflies and then release them into the wild. • WOW moments – World Bee Day 	<ul style="list-style-type: none"> • Expressive Arts and Design • Creating with Materials • Being Imaginative and Expressive • Provide song prompts for children. Encourage children to notice features on flowers and minibeasts as they observe the natural world. Explore colour, pattern and shape to respond to what they have seen using different art materials and techniques (e.g. butterfly symmetry painting). • Observational drawings and junk modelling different minibeasts and plants. • Music - Music and movement (Kapow)

Curriculum Coverage – Potter Class

Summer term 2 - Animals

Communication and language	Personal, social and emotional development	Physical development	Literacy	Mathematics	Understanding the world	Expressive Arts and Design
<ul style="list-style-type: none"> • Listening, Attention and Understanding - Speaking • Children to talk about their favourite animals. • Encourage careful listening skills by describing the creatures in different ways, such as size, colour or number of legs! Stories and rhymes with actions (Down in the Jungle etc.) and imaginative talk in role play. Children will express their ideas and feelings using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from adults. 	<ul style="list-style-type: none"> • Self-Regulation - Managing Self - Building Relationships • Managing self: My feelings (Kapow) • We will discuss the attributes of different animals, such as chameleons changing colour, cheetahs running fast, elephants' strong trunks and giraffes' long necks. The children will think about what makes each animal special and then consider what special attributes they themselves have. • We will prepare the children for the transition to Nightingale class by discussing change, being brave and taking the next step. Children to share times when they have felt brave. 	<ul style="list-style-type: none"> • Fine and Gross motor skills • PE lessons will focus on Athletics • Sports Day 	<ul style="list-style-type: none"> • Comprehension, Word Reading and Writing • Little Wandle Letters and Sounds Phase 4 • Shared texts to include: Ugly Five, We're Going on a Bear Hunt, Gruffalo, Rumble in the Jungle, Commotion in the Ocean and My Cat Likes to Hide in Boxes. • Children will be encouraged to retell familiar stories and answer comprehension questions about them. The children will be writing fact files or mini stories about animals. • For morning work, children will write sentences to describe pictures. 	<ul style="list-style-type: none"> • Number - Numerical Patterns White Rose Maths <ul style="list-style-type: none"> • Sharing and Grouping • Visualise, build and map • Make connections • Have a deep understanding of number to 10, including the composition of each number. • Automatically recall number bonds to 10, including double facts. • Count beyond 20, recognising the pattern of the counting system. • Compare quantities up to 10, recognising when one quantity is greater than, less than or the same as the other quantity. • Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. 	<ul style="list-style-type: none"> • Past and Present - People, Culture and Communities - The Natural World • RE – Noah's Arc. Should Noah trust in God? • Children to learn about animal habitats. Where can they be found in different parts around the world? Children will be learning how things grow and planting their own seeds. • WOW moments – Gruffalo trail or similar school trip 	<ul style="list-style-type: none"> • Creating with Materials • Being Imaginative and Expressive • Encourage children to notice features of animals as they observe the natural world. Explore colour, pattern and shape to respond to what they have seen using different art materials and techniques (such as chalking and smudging, watercolours). Play extracts from The Carnival of the Animals. Children to talk about which animals they think are being represented and to create their own animal movements to match the music. • Observational drawings and junk modelling different animals. • Music - Big Band (Kapow)