



## Curriculum Overview 2021/2022

<b>Key Stage:</b>	<b>EYFS and KS1</b>	<b>Class Teachers:</b>	<b>All</b>
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Value	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<b>Respect Relationships</b>	<b>Positivity</b>	<b>Honesty</b>	<b>Kindness Sharing</b>	<b>Independence</b>	<b>Trust</b>
<b>Context for Learning</b>	Families (Where I Belong)	Winter (Christmas)	All about me (Communication)	Sharing and turn taking (Friendship)	Home Corner (Jobs within the home/ Routines)	Vehicles (road safety/Journey's)
<b>English</b>	<p>Developing a love for reading of a range of stories that are age and ability appropriate for our children inc. sensory story bags.</p> <p>Colourful semantics.</p> <p>Mark making and exploration.</p> <p>Name writing and encouragement of early writing and improving fine motor skills.</p> <p>Enjoy rhymes, poetry and songs together.</p> <p>Phonics and Word Up where appropriate.</p>	<p>Introducing a different range of books including information texts where appropriate inc. sensory story bags.</p> <p>Colourful semantics.</p> <p>To continue to develop mark making through exploration.</p> <p>Enjoy rhymes, poetry and songs together.</p> <p>Phonics and Word Up where appropriate.</p>	<p>Introduction of NELI</p> <p>To continue to develop a love of reading through reading a range of texts inc. sensory story bags.</p> <p>Colourful semantics.</p> <p>To continue to develop mark making through exploration.</p> <p>Enjoy rhymes, poetry and songs together.</p> <p>Phonics and Word Up where appropriate.</p>	<p>NELI</p> <p>To continue to develop a love of reading through reading a range of texts inc. sensory story bags.</p> <p>Mark making and exploration.</p> <p>Enjoy rhymes, poetry and songs together.</p> <p>Colourful semantics.</p> <p>Phonics and Word Up where appropriate.</p>	<p>NELI</p> <p>To continue to develop a love of reading through reading a range of texts inc. sensory story bags.</p> <p>Mark making and exploration.</p> <p>Enjoy rhymes, poetry and songs together.</p> <p>Colourful semantics.</p> <p>Phonics and Word Up where appropriate.</p>	<p>NELI</p> <p>To continue to develop a love of reading through reading a range of texts inc. sensory story bags.</p> <p>Mark making and exploration.</p> <p>Enjoy rhymes, poetry and songs together.</p> <p>Colourful semantics.</p> <p>Phonics and Word Up where appropriate.</p>



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<b>Possible Texts</b>	Owl Babies by Martin Waddell Papa Penguin by Lindsay Camp Peace at Last by Jill Murphy Monkey Puzzle by Julia Donaldson My Mum and Dad make me laugh by Nick Sharratt The Family Book by Todd Parr One Family by George Shannon	Here comes Jack Frost by Kazuno Kohara The Crayons Christmas by Oliver Jeffers Dear Santa by Rod Campbell Stick Man by Julia Donaldson One Winter's Night by Claire Freedman Pumpkin Soup by Helen Cooper	From Head to Toe by Eric Carle Hair Love by Matthew Cherry You Choose by Pippa Goodhart Bear's Loose Tooth by Karma Wilson Beautiful Hands by Kathryn Otoshi Rainbow Fish by Marcus Pfister	Night Monkey and Day Monkey by Julia Donaldson Marmaduke the very different Dragon by Rachel Valentine Farmer Duck by Martin Waddell Mini Monsters by Caryl Hart All are welcome by Alexandra Penfold	Tiger comes to Tea by Judith Kerr The three little pigs and other stories Perfectly Polite Penguins by Georgiana Deutsch Dig, Dig, Digging by Margaret Mayo A day with the animal builders by Sharon Rentta A new home for a pirate by Ronda Armitage How do dinosaurs clean their rooms? by Jane Rolen	The Queen's Hat by Steve Antony The Naughty Bus by Jan Oke The Great Balloon Hullabaloo by Peter Bently Magic Train Ride (Barefoot Books) The Hundred Decker Bus by Mike Smith
<b>Communication and Language</b>	Transitioning into new classroom environments  Personalised Learning Plan (PLP) and Speech and Language targets  Attention Autism and other recommended programmes	Personalised Learning Plan (PLP) and Speech and Language targets  Attention Autism and other recommended programmes	Personalised Learning Plan (PLP) and Speech and Language targets  Attention Autism and other recommended programmes	Personalised Learning Plan (PLP) and Speech and Language targets  Attention Autism and other recommended programmes	Personalised Learning Plan (PLP) and Speech and Language targets  Attention Autism and other recommended programmes	Personalised Learning Plan (PLP) and Speech and Language targets  Attention Autism and other recommended programmes
<b>Maths</b>	Number  Continuous provision to include: Measure Shape Sorting  Role Play associated with maths topics					
	Number  Measures in our environment  Shape	Number and developing language associated with number	Number  Money  Basic addition and subtraction	Number  Place Value  Measures: Weight and Volume	Place Value  Time  Measures: Length and Height	Place Value  Consolidation of learning this year



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		Basic addition and subtraction				
<b>Understanding the World</b>	<p><b>Science:</b>            As we progress through the year, we will continuously return to the areas below in the most appropriate way for our students.</p> <ul style="list-style-type: none"> <li>-Seasonal change</li> <li>-Animals and humans</li> <li>-Explore materials and their properties</li> <li>-The natural world and our environment</li> <li>-Exploring the 5 senses</li> </ul>					
	<p>To be able to recognise members of my family.</p> <p>To be able to recognise members of my class.</p> <p>To make connections between my family and other families.</p>	<p>To encourage our students to enjoy our natural world (Winter topic.)</p> <p>To explore materials with different properties (light.)</p>	<p>To be able to recognise some features of the human body.</p> <p>To be able to identify where they belong.</p> <p>To be able to notice differences between people.</p>	<p>To begin to learn how to look after plants and make simple observations.</p> <p>To participate in group activities.</p>	<p>To begin to show an interest in different occupations.</p> <p>To explore materials with different properties.</p> <p>Through the use of different resources and school visits, students to be able to explore where we live.</p>	<p>To explore different forces through play.</p> <p>Through the use of different resources, students to be able to explore different countries.</p>
<b>RE EYFS</b>	<b>Settling in and transition</b>	<b>Self and others</b>	<b>Festivals</b>	<b>Living things</b>	<b>Symbols and Rituals</b>	<b>Right and Wrong</b>
<b>Order of religious questions may change</b>	<p>To participate in a class celebration.</p>					
	<p><b>Religious Question:</b> Which people are special and why?  <b>Learning Outcome:</b> To explore what makes our family and friends special.</p>	<p><b>Religious Question:</b> Which times are special and why?  <b>Learning Outcome:</b> To experience special occasions and recall simple stories about these.</p>	<p><b>Religious Question:</b> Which stories are special and why?  <b>Learning Outcome:</b> To identify some of their own feelings in the stories they hear</p>	<p><b>Religious Question:</b> Where do we belong? How do we show respect for one another?  <b>Learning Outcome:</b> To explore stories that have relatable</p>	<p><b>Religious Question:</b> What is special about our world?  <b>Learning Outcome:</b> To explore how to look after our world (plants, animals)</p>	<p><b>Religious Question:</b> Which places are special and why?  <b>Learning Outcome:</b> To be able to recall and identify somewhere that is special to them.</p>



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				emotional links to personal experience.		
<b>RE KS1</b>  <b>Order of religious questions may change</b>	Celebrations  To participate in a class celebration.	Christianity	Judaism	Christianity	Hinduism	Celebrations
	<b>Religious Question (from EYFS):</b> Which people are special and why? <b>Learning Outcome:</b> To explore what makes our family and friends special.	<b>Religious Question:</b> How and why do we celebrate special and sacred times? <b>Learning Outcome:</b> To identify/observe a special time which is celebrated.	<b>Religious Question (from EYFS):</b> Which stories are special and why? <b>Learning Outcome:</b> To identify some of their own feelings in the stories they hear	<b>Religious Question:</b> What does it mean to belong to a community? How do we show respect for one another? <b>Learning Outcome:</b> To explore stories that have relatable emotional links to personal experience.	<b>Religious Question:</b> What makes some places sacred? <b>Learning Outcome:</b> To be able to recall and identify somewhere that is special to them.	<b>Religious Question:</b> How should we care for others and the world, and why does it matter? <b>Learning Outcome:</b> To explore how to look after our world (plants, animals)
<b>Expressive arts and design</b>	To explore and experiment with a range of media through sensory exploration.  To be exposed to a range of musical instruments.  To be encouraged to move to the sound of a range of music.  Bexley Music	To be encouraged to make meaningful marks to create a piece of art.  To begin to mix colour and materials more purposely.  To encourage students to play and perform music with different dynamics (loud/quiet) and tempo (fast/slow.)  Bexley Music	To participate in making meaningful marks with less instruction.  To copy and imitate body movement.  To work towards creating self-portraits using a range of materials.  To favour and request particular musical equipment and/or songs.	To participate and be encouraged to take part in 'friendship art' style activities.  Begin to request particular paint colours using a preferred method of communication.  To continue to copy body movement and patterns using musical instruments.	To be encouraged to participate in creating 3D objects using junk modelling and different materials as part of our home theme.  To be encouraged to use signs and movement to perform some favourite songs.  To continue to request a particular resource using a preferred method of communication.	To be encouraged to use signs and movement to perform some favourite songs.  To continue to request a particular resource using a preferred method of communication.  Bexley Music



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			Bexley Music	Bexley Music	Bexley Music	
<b>Computing</b>	<b>Omi, interactive white boards, chrome books</b>					
	<p>-To make responses to lights and activities on the Omi.          -To make requests of particular games on technology within the classroom and surrounding area.          -Uses trial and error to use new toys.</p>					
<b>PSED</b>  TBC – ALERT programme	<p>Jigsaw links: Being me in my world</p> <p>I can understand how happy and sad can be expressed.</p> <p>I can work together and understand other people’s feelings?</p>	<p>Jigsaw links: Celebrating difference</p>	<p>Jigsaw links: Healthy me</p> <p>I know the names of some parts of my body.</p> <p>I can wash my own hands and know I need to do this before food after using the toilet.</p>	<p>Jigsaw links: Relationships</p> <p>To be able to explore emotions beyond the normal range through play and stories.</p> <p>To begin to discuss feelings in a more elaborate ways ‘I am sad because...’</p>	<p>Jigsaw links: Dreams and Goals</p> <p>To take on tasks and responsibilities within the classroom.</p>	<p>Jigsaw links: Changing me</p>