

# Curriculum Overview COIN 2021-2022



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	All about me Colours	Autumn People who help us Light and Dark Colours Owl Babies	Winter Bears Dinosaurs Shapes and Numbers	Minibeasts Spring Shapes and Numbers	Growing Jack and the Beanstalk Sounds	The Three Billy Goats Gruff Handa's Surprise Summer Starting School Sounds
Special Events	Harvest Autumn	Remembrance Sunday Diwali Guy Fawkes St Andrews Day Christmas Kindness week (ABW) Road Safety week	Safer Internet Day Earth day Chinese New Year Valentine's Day Arts Week?	St David's Day St Patrick's Day Mother's Day Easter	St Georges Day Healthy Living Week	Feeling Good Week Nursery Graduation
Books	Brown Bear (T4W) We're going on a leaf hunt	Owl Babies (T4W) Whatever Next! The Enormous Turnip Dear Santa	We're Going on a Bear Hunt (T4W) One Snowy Night The Three Bears	The Hungry Caterpillar (T4W) Dinosaur Roar Gingerbread Man The Tiger who came to Tea	Jaspers Beanstalk (T4W) Bodge Plants a Seed Three Little Pigs The Very Busy Spider	The Three Billy Goats Gruff (T4W) Handa's Surprise Dear Zoo The Journey Home from Grandpa's
Enrichment	Autumn Walk Dragon Field Plant bulbs in Bee's window boxes Brilliant Bee Harvest Autumn	Visit from the Lollipop Lady Visit from DC Hanlan Road Safety Dark tent Forest School Role play: fire truck, vet surgery Christmas scene	Go on a 'real' bear hunt Teddy Bear's picnic Eating chinese food/chinese dancing Dinosaur bones Forest School ICT Role play: Percy's Hut, Chinese restaurant,	Hungry Caterpillar food tasting Visit local church Butterfly house Minibeast hunt Spring walk Cooking Forest School ICT	Plant beans Farm visit Seeds that we eat Role play: Castle, Farm shop, Garden Centre, Construction site	Forest School ICT Role play: Pirate ship Billy Goats Gruff, Garage, Camp site / picnic

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	Role Play: Home corner, Green grocer's, restaurant		3 Bears Cottage	Role play: Dinosaur cave, Post office, kitchen, African huts, home		
<b>Cooking</b>	<p><i>Skills: Can I explain why it is important to have clean hands?</i></p> <p>Vegetable/fruit faces (with rice cakes)</p> <p>Bee biscuits</p>	<p><i>Skills: Can I decorate my cooking in an interesting way?</i></p> <p>Bear Paw biscuits</p>	<p><i>Skills: Can I describe the texture?</i></p> <p>Chinese banquet</p>	<p><i>Skills: Can I discuss how things change?</i></p> <p>Cakes</p>	<p><i>Skills: Can I say what healthy foods are?</i></p>	<p>Skills: Can I say where some food comes from?</p> <p>Fruit kebabs</p>
<b><u>Communication and Language</u></b>	Nursery Rhyme of the Week	Nursery Rhyme of the Week	Nursery Rhyme of the Week	Nursery Rhyme of the Week	Nursery Rhyme of the Week	Nursery Rhyme of the Week
	<p>Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.</p>	<p>Pay attention to more than one thing at a time, which can be difficult</p> <p>Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door".</p> <p>Develop their pronunciation but may have problems saying: -</p>	<p>Enjoy listening to longer stories and can remember much of what happens.</p> <p>Use a wider range of vocabulary.</p> <p>Use longer sentences of four to six words.</p>	<p>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p> <p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>Use talk to organise themselves and their</p>	<p>Start a conversation with an adult or a friend and continue it for many turns.</p>	<p>Sing a large repertoire of songs.</p> <p>Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</p>

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		some sounds: r, j, th, ch, and sh - multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'.		play: "Let's go on a bus... you sit there... I'll be the driver."		
<b>Physical Development</b>	<p>Multisensory mark-making Jump start Johnny</p> <p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. (all year)</p> <p>Start eating independently and learning how to use a knife and fork. Show a preference for a dominant hand.</p>	<p>Multisensory mark-making Jump start Johnny</p> <p>Go up steps and stairs, or climb up apparatus, using alternate feet.</p> <p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p>	<p>Multisensory mark-making Jump start Johnny</p> <p>Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Make healthy choices about food, drink,</p>	<p>Multisensory mark-making Jump start Johnny</p> <p>Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.</p>	<p>Multisensory mark-making Jump start Johnny</p> <p>Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.</p>	<p>Multisensory mark-making Jump start Johnny</p> <p>Start taking part in some group activities which they make up for themselves, or in teams.</p> <p>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks</p>

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	Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.		activity and toothbrushing.		Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.	
<b>Personal, Social and Emotional Development</b>  NB. These statements have been split for extra focus, but all will apply on an ongoing basis throughout the reception year.	<u>HeartSmart:</u> GET HEARTSMART (Meet Boris)	<u>HeartSmart:</u> DON'T FORGET TO LET LOVE IN (I am special)	<u>HeartSmart:</u> TOO MUCH SELFIE ISN'T HEALTHY (I love others)	<u>HeartSmart:</u> DON'T RUB IT IN, RUB IT OUT (I am a good friend)	<u>HeartSmart:</u> FAKE IS A MISTAKE (I tell the truth)	<u>HeartSmart:</u> NO WAY THROUGH, ISN'T TRUE (I can do it!)
	Play with one or more other children, extending and elaborating play ideas.  Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or	Increasingly follow rules, understanding why they are important.  .Show more confidence in new social situations	Develop their sense of responsibility and membership of a community.  Begin to understand how others might be feeling.	Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.	Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.	Become more outgoing with unfamiliar people, in the safe context of their setting.  Does the child take part in other pretend play with different

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	<p>one which is suggested to them.</p> <p>Develop appropriate ways of being assertive.</p>				<p>Do not always need an adult to remind them of a rule.</p>	<p>roles – being the Gruffalo, for example?</p> <p>Can the child generally negotiate solutions to conflicts in their play?</p> <p>Talk with others to solve conflicts.</p>
Literacy	L&S Phase 1& 2	L&S Phase 1& 2	L&S Phase 1& 2	L&S Phase 1& 2	L&S Phase 2 Jolly Phonics - Sound of the Week	L&S Phase 2 Jolly Phonics - Sound of the Week
	<p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> <li>- print has meaning</li> <li>- print can have different purposes</li> <li>- we read English text from left to right and from top to bottom</li> <li>- the names of the different parts of a book</li> <li>- page sequencing</li> </ul>		<p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> <li>- spot and suggest rhymes</li> <li>- count or clap syllables in a word</li> <li>- recognise words with the same initial sound, such as money and mother</li> </ul>		<p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.</p> <p>Write some or all of their name</p> <p>Write some letters accurately.</p>	

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Mathematics			<u>Number and Shape of the Week</u>	<u>Number and Shape of the Week</u>		
	<p>Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc.</p>	<p>Say one number for each item in order: 1,2,3,4,5.</p> <p>Experiment with their own symbols and marks as well as numerals.</p> <p>Make comparisons between objects relating to size, length, weight and capacity.</p> <p>Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.</p> <p>Extend and create ABAB patterns – stick, leaf, stick, leaf.</p>	<p>Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</p> <p>Show 'finger numbers' up to 5.</p> <p>Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.</p> <p>Understand position through words alone – for example, "The bag is under the table," – with no pointing.</p>	<p>Recite numbers past 5.</p> <p>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle')</p> <p>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</p> <p>Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</p>	<p>Combine shapes to make new ones - an arch, a bigger triangle etc.</p>	<p>Solve real world mathematical problems with numbers up to 5.</p> <p>Compare quantities using language: 'more than', 'fewer than'.</p> <p>Describe a familiar route.</p> <p>Discuss routes and locations, using words like 'in front of' and 'behind'.</p>

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			Notice and correct an error in a repeating pattern.			
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Religious Education		Divali Christmas	Chinese New Year	Easter		Noah's Ark
Forest School	<p><i>Introduction to Forest School. Rules and boundaries-why we need them. How to stay safe.</i></p> <p><i>Getting to know our surroundings.</i></p> <p><i>Taking care of the environment and ourselves.</i></p> <p><i>Respecting and listening to others. Values.</i></p> <p><i>Why do leaves change colour in Autumn?</i></p>	<p><i>Seasonal changes.</i></p> <p><i>Comparing the differences.</i></p> <p><i>Understanding why Trees lose their leaves in Winter.</i></p> <p><i>Comparing Deciduous and Ever-Green Trees.</i></p> <p><i>Inspiring Land Art (Richard Shilling and Andy Goldsworthy)</i></p> <p><i>Fire building. Learning the fire triangle and the key elements needed to make fire.</i></p> <p><i>Fire safety.</i></p>	<p><i>How animals and humans can keep warm in winter. Taking care of ourselves.</i></p> <p><i>Den building.</i></p> <p><i>Animal home and habitat building.</i></p> <p><i>Animals that hibernate.</i></p> <p><i>Observing the weather.</i></p> <p><i>Natural materials – clay bowls/blopsters.</i></p> <p><i>Where different materials come from.</i></p> <p><i>Comparing materials and grouping.</i></p>	<p><i>How has the environment changed? Using our senses in the outdoors.</i></p> <p><i>Spring time walk.</i></p> <p><i>Identifying a range of flora and fauna.</i></p> <p><i>How we can protect birds in the Spring and support them in nesting season.</i></p> <p><i>Planting saplings and wildflowers.</i></p> <p><i>Safety in hot weather</i></p>	<p><i>How seeds grow.</i></p> <p><i>Understanding, identifying and labelling parts of a flower.</i></p> <p><i>Learning the basis of photosynthesis.</i></p> <p><i>Mini-beast hunting and pond dipping.</i></p> <p><i>Learning the basic parts of insects and mini- beasts.</i></p> <p><i>Comparing Mini-beasts. Habitat building.</i></p> <p><i>Ladybird lifecycles.</i></p> <p><i>The importance of Bees. Pollination.</i></p> <p><i>Nature's rainbow - finding colour in the Great Outdoors.</i></p>	<p>Eco food chains and how we can support this.</p> <p>Our role within the Eco chain.</p> <p>Giving nature a voice.</p> <p>Literacy in the outdoors.</p> <p>Sketching and describing.</p> <p>What Forest School means to us.</p> <p>Moving on and sharing memories.</p>

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<b>Understanding the World</b>	Continue developing positive attitudes about the differences between people. (all year) Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. (all year)  Begin to make sense of their own life-story and family's history.	Use all their senses in hands on exploration of natural materials.  Show interest in different occupations.	Explore how things work.  Talk about the differences between materials and changes they notice.	Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal.  Begin to understand the need to respect and care for the natural environment and all living things.	Explore and talk about different forces they can feel.	Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary
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<p><b>Expressive Arts and Design</b></p>	<p>Develop their own ideas and then decide which materials to use to express them. (all year)</p> <p>Join different materials and explore different textures. (all year)</p> <p>Explore different materials freely, in order to develop their ideas about how to use them and what to make. (all year)</p> <p>Explore colour and colour mixing.</p>	<p>Take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p> <p>Use drawing to represent ideas like movement or loud noises.</p> <p>Remember and sing entire songs.</p> <p>Sing the pitch of a tone sung by another person ('pitch match').</p>	<p>Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings.</p> <p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p> <p>Create their own songs, or improvise a song around one they know</p> <p>Play instruments with increasing control to express their feelings and ideas.</p>		<p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</p> <p>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</p>	<p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.</p> <p>Show different emotions in their drawings – happiness, sadness, fear etc.</p>
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