


## Adventurers curriculum overview 2022-2023

	<b>Autumn 1</b> <b>'I am special'</b>	<b>Autumn 2</b> <b>'Let's celebrate'</b>	<b>Spring 1</b> <b>'Feeling frosty'</b>	<b>Spring 2</b> <b>'Helping hands'</b>	<b>Summer 1</b> <b>'Amazing animals'</b>	<b>Summer 2</b> <b>'Eat good, feel good!'</b>
Literacy	<p>Class novel- <b>I'm the best! and only one you.</b></p> <ul style="list-style-type: none"> <li>-engaging with new texts.</li> <li>-joining in with repeated refrains.</li> <li>-developing a love for stories and books.</li> <li>-developing their vocabulary linked to the topic.</li> <li>-name writing</li> </ul>	<p>Class novel-<b>Meg and mog and what do you celebrate?'</b></p> <ul style="list-style-type: none"> <li>-blending and segmenting cvc words.</li> <li>-developing and strengthening their pencil grip.</li> <li>-letter formation</li> <li>-retelling stories in the reading area using puppets.</li> </ul>	<p>Class novel-<b>Winter is here and The Gruffalo's child.</b></p> <ul style="list-style-type: none"> <li>-sequencing stories.</li> <li>-writing captions and labels.</li> <li>-guided writing to develop writing short sentences.</li> <li>-Using some common exception words from memory and from visual resources.</li> <li>-Repetition of reading familiar books to strengthen vocabulary.</li> </ul>	<p>Class novel-<b>'real super heroes and when we grow up..</b></p> <ul style="list-style-type: none"> <li>-Beginning to understand by asking and responding to 'how' and 'why' questions and use these to influence their critical; thinking.</li> <li>-Using more details and vocabulary taken from non-fiction texts.</li> <li>-Developing own narratives and explanations taken from real life experiences.</li> <li>-Writing lists</li> <li>-Writing speech bubbles.</li> </ul>	<p>Class novel-<b>'The great pet sale and The odd egg'</b></p> <ul style="list-style-type: none"> <li>-Developing independent writing and reading skills.</li> <li>-instructional writing.</li> <li>-Developing use of adjectives verbally.</li> <li>-Writing for a purpose within areas of provision.</li> <li>-Beginning to use some key features of a narrative.</li> <li>-Gathering and using literacy resources with independence and recognition for their intended use.</li> </ul>	<p>Class novel-<b>'The very hungry caterpillar and The runaway pea'</b></p> <ul style="list-style-type: none"> <li>-Story writing.</li> <li>-writing sentences using a range of tricky words that are spelt correctly.</li> <li>-Beginning to use full stops, capital letters and finger spaces without prompt.</li> <li>-Innovation of familiar texts.</li> <li>-Using familiar texts as a model for writing own stories.</li> <li>-Character description</li> </ul>

<p><u>Maths</u></p>	<p><b>White Rose topics-</b>          'Getting to know you'-          positional language &amp;          number rhymes and          games.          'Just like me!'          -matching, comparing,          pattern making and sorting.</p>	<p><b>White rose topics-</b>          'Its me 1,2,3!'-          Representing,          comparing and          composition of these          numbers.          -circles &amp; triangles.          'Light and dark'-          -Representing numbers          to 5.          -One more/less.          -Time          -Shapes with 4 sides.</p>	<p><b>White rose topics-</b>          'Alive in 5'          -Introducing zero.          -Comparing numbers          to 5.          -Composition of 4 ad          5.          -Comparing mass.          -Comparing capacity.</p>	<p><b>White rose topics-</b>          'Growing 6,7,8.'          - Representing,          comparing and          composition of          these numbers.          -making pairs.          -Combining 2          groups.          -Length, time and          height.          'Building 9 and 10'          - Representing,          comparing and          composition of          these numbers.</p>	<p><b>White rose topics-</b>          'To 20 and          beyond!'          -Building          numbers beyond          10.          -Counting          patterns beyond          10.          -Spatial          reasoning.          -Match, rotate,          manipulate.          'First, then, now'          -Adding more          -Taking away</p>	<p><b>White rose topics-</b>  <b>'Find my pattern'</b>          -Doubling.          -Sharing and          grouping.          -Even and odd.          'On the move'          -Deepening          understanding.          -Patterns and          relationships.</p>
<p><u>Communication          and language</u></p>	<p>-Building confidence and          self awareness.          -Talking about experiences          that are familiar to them.          -Recognising and          comparing important          dreams, wishes and          interests.          -Rhyming and alliteration.          -Modelling of key social          phrases relevant to the          school day.</p>	<p>-Developing vocabulary          and length of sentences.          -Following instructions.          -Taking part in          discussions relating to          celebrations and          cultures.          -Recognising the          importance of listening          carefully.          -Listening and          responding to stories.</p>	<p>-Using vocabulary          influenced by stories          and books.          -Retelling a story using          expression.          -Asking questions to          deepen understanding.          -Using detail to          describe events.          -Learning a bank of          stories, rhymes and          songs.</p>	<p>-Using vocabulary          linking to non-          fiction books.          -Using time          connectives.          -Demonstrating          active listening          skills.          -Discovering          passions and          wanting to talk          about these.          -Sustained focus          when listening to          a story.</p>	<p>-Discussing          illustrations from          familiar and          unfamiliar books.          -Relating          characters in          stories to their          own lives.          -Using          imaginative          vocabulary within          their role play,          influenced by          their          observations.</p>	<p>-Engaging in          discussions          featuring an          element of debate.          -Being more          accepting of the          view points of          others.          -Reading aloud to          the whole class to          demonstrate          confidence and          fluency.</p>

<u>Physical development</u>	<ul style="list-style-type: none"> <li>-Threading,</li> <li>-cutting,</li> <li>-weaving,</li> <li>-playdough</li> <li>-Manipulate objects with good fine motor skills</li> <li>-Draw lines and circles using gross motor movements</li> <li>-Hold pencil/paint brush beyond whole hand grasp</li> <li>-Developing tripod pencil grip.</li> </ul>	<ul style="list-style-type: none"> <li>-Develop muscle tone to put pencil pressure on paper</li> <li>-Use tools to effect changes to materials</li> <li>-Show preference for dominant hand</li> <li>-structured draw, write or copy activities.</li> <li>-Teach and model correct letter formation.</li> </ul>	<ul style="list-style-type: none"> <li>-Begin to form letters correctly</li> <li>-Handle tools, objects, construction and malleable materials with increasing control</li> <li>-Encourage children to draw freely.</li> <li>-Holding Small Items /</li> <li>-Button Clothing</li> </ul>	<ul style="list-style-type: none"> <li>-Hold pencil effectively with comfortable grip</li> <li>-Forms recognisable letters most correctly formed</li> <li>-Good balance and moves with confidence.</li> </ul>	<ul style="list-style-type: none"> <li>-Secure pencil grip and letter formation.</li> <li>-Use one hand consistently for fine motor tasks</li> <li>-Cut along a straight line with scissors /</li> <li>-Start to cut along a curved line, like a circle.</li> <li>-Be highly active within the outdoor classroom demonstrating balance, strength and agility.</li> </ul>	<ul style="list-style-type: none"> <li>-Start to colour inside the lines of a picture</li> <li>-Start to draw pictures that are recognisable /</li> <li>-Build things with smaller linking blocks, such as Duplo or Lego</li> <li>-Engage in racing and chasing games.</li> <li>-Gymnastics and balance.</li> </ul>
<u>Personal, social and emotional development</u>	<ul style="list-style-type: none"> <li>-New Beginnings-rules and routines.</li> <li>-Seeing themselves as a valuable individual who is part of the Adventurers class.</li> <li>-Class promises.</li> <li>-Similarities and differences.</li> <li>-Healthy sleep routines</li> <li>-Keeping clean</li> <li>-Different ways to learn and play.</li> </ul>	<ul style="list-style-type: none"> <li>-Getting on and falling out.</li> <li>-How to deal with anger</li> <li>-Emotions</li> <li>-How feelings can affect people's bodies and how they behave</li> <li>-Self -Confidence</li> <li>-Build constructive and respectful relationships.</li> <li>-Ask children to explain to others how they thought about a problem or an emotion and how they dealt with it.</li> </ul>	<ul style="list-style-type: none"> <li>-Identify and moderate their own feelings socially and emotionally.</li> <li>-Encourage them to think about their own feelings and those of others by giving explicit examples of how others might feel in particular scenarios</li> <li>-to recognise that not everyone feels the same at the same time, or feels the same about the same things.</li> </ul>	<ul style="list-style-type: none"> <li>-To recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it.</li> <li>-strategies for staying calm in the face of frustration.</li> <li>-Show resilience and perseverance in the face of challenge.</li> </ul>	<ul style="list-style-type: none"> <li>-Random acts of Kindness</li> <li>-Looking after pets</li> <li>how people and other living things have different needs; about the responsibilities of caring for them</li> <li>- things they can do to help look after their environment</li> </ul>	<ul style="list-style-type: none"> <li>-preparing to move to a new class/year group.</li> <li>-to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private</li> </ul>

<p><u>Knowledge and understanding of the world</u></p>	<ul style="list-style-type: none"> <li>-Identifying their family.</li> <li>-Can talk about what they do with their family and places they have been with their family.</li> <li>-How do people celebrate in Autumn</li> <li>-Name and describe people who are familiar to them.</li> <li>-Read fictional stories about families and start to tell the difference between real and fiction.</li> <li>-Talk about members of their immediate family and community.</li> <li>-Navigating around our classroom and outdoor classroom.</li> <li>-Use all their senses in hands-on exploration.</li> </ul>	<ul style="list-style-type: none"> <li>-Recognise that people have different beliefs and celebrate special times in different ways.</li> <li>-Can talk about what they have done with their families during Christmas' in the past.</li> <li>- An introduction to the Christmas story.</li> <li>-Show photos of how Christmas used to be celebrated in the past.</li> <li>- Use world maps to show children where some stories are based.</li> <li>-Use the Jolly Postman to draw information from a map and begin to understand why maps are so important to postmen.</li> <li>-Share different cultures versions of famous fairy tales.</li> <li>-Continue developing positive attitudes about the differences between people.</li> </ul>	<ul style="list-style-type: none"> <li>-Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</li> <li>-Explore collections of materials with similar and/or different properties.</li> <li>-Talk about the differences between materials and changes they notice.</li> <li>-Recognise some environments that are different from the one in which they live.</li> <li>-How do people celebrate in Spring?</li> <li>-Encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them during hands-on experiences.</li> </ul>	<ul style="list-style-type: none"> <li>-Show interest in different occupations and how these may vary across different parts of the world.</li> <li>-Talk about members of their immediate family and community</li> <li>-Recognise some similarities and differences between life in this country and life in other countries.</li> <li>-Stranger danger. Talking about occupations and how to identify strangers that can help them when they are in need.</li> <li>-Look at the difference between transport in this country</li> </ul>	<ul style="list-style-type: none"> <li>-Introduce the children to recycling and how it can take care of our world. Look at what rubbish can do to our environment and animals.</li> <li>-Caring for wildlife, pets and other animals.</li> <li>-Plant seeds and care for growing plants.</li> <li>-Understand the key features of the life cycle of a plant and an animal.</li> <li>-Begin to understand the need to respect and care for the natural environment and all living things.</li> </ul>	<ul style="list-style-type: none"> <li>-Explore the world around us and see how it changes as we enter Summer.</li> <li>-Look at what rubbish can do to our environment and animals.</li> <li>-Gain an understanding around different food sources and how these vary across environments.</li> <li>-Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine and being a safe pedestrian.</li> </ul>

				and one other country.		
<u>Expressive arts and design</u>	<ul style="list-style-type: none"> <li>-Join in with songs</li> <li>-beginning to mix colours</li> <li>-join in with role play games and use resources available for props</li> <li>- build models using construction equipment.</li> <li>-'Only one you fish'</li> <li>-Autumn collages.</li> <li>-Harvest festival props</li> <li>-Sing call-and-response songs</li> <li>-Self-portraits</li> <li>- junk modelling</li> </ul>	<ul style="list-style-type: none"> <li>-Use different textures and materials.</li> <li>-Listen to music and make their own dances in response.</li> <li>-Clay diva lamps.</li> <li>-Firework pictures</li> <li>-Christmas decorations, Christmas cards, Christmas songs/poems.</li> <li>-The use of story maps, props, puppets &amp; story sacks.</li> <li>-Christmas performance</li> </ul>	<ul style="list-style-type: none"> <li>-Making lanterns,</li> <li>-Chinese writing, puppet making,</li> <li>-Chinese music and composition</li> <li>-Chinese new year role play.</li> <li>-Shadow Puppets</li> <li>-Winter artwork.</li> <li>-Bird feeders</li> </ul>	<ul style="list-style-type: none"> <li>-Mother's Day crafts</li> <li>-Easter crafts</li> <li>-patterns on Easter eggs,</li> <li>-Home Corner role play</li> </ul>	<ul style="list-style-type: none"> <li>-Collage-farm animals / Making houses.</li> <li>-Pastel drawings, printing,</li> <li>-Life cycles,</li> <li>-Flowers-Sun flowers</li> <li>-Garden centre role play.</li> </ul>	<ul style="list-style-type: none"> <li>-Fruit kebabs</li> <li>-Thankyou cards.</li> <li>-Rose day performance</li> </ul>
<u>Phonics</u>	<p>The children will be covering phase 2 sounds-</p> <p>s a t p i n d g o c ck ,u r h b f, l</p> <p>Tricky words-</p> <p>Is I the</p>	<p>The children will be covering phase 2/3 sounds-</p> <p>ff ll ss j v w x y z zz qu ch sh th ng nk</p> <p>Tricky words-</p> <p>put pull full as and has his her go no to into she push* he of we me be</p>	<p>The children will be covering phase 3 sounds-</p> <p>ai ee igh oa oo oo ar or ur ow oi ear air er</p> <p>Tricky words-</p> <p>was you they my by all are sure pure</p>	<p>Phase 3 graphemes No new tricky words</p> <p>Week 1 review</p> <p>Phase 3: ai ee igh oa oo ar or ur oo ow oi ear</p>	<p>Short vowels CCVCC, CCCVC, CCCVCC.</p> <p>longer words compound words</p> <p>root words ending in: -ing, -ed /t/, -ed /id/ /ed/ -est</p> <p>Tricky words- said so have like some come love do there when what one out today</p>	<p>long vowel sounds CCVC, CCCVC, CCVCC.</p> <p>Phase 4 words ending -s /s/</p> <p>Phase 4 words ending -s /z/</p> <p>Phase 4 words ending -es longer words.</p> <p>root word ending in: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/.</p>

						root word ending in: -er, -est longer words
<u>Curriculum enhancement ideas</u>	Autumn walk in locality	Diwali Hanukah Christmas	Ash Wednesday / Shrove Tuesday St David's Day	Easter Start of Ramadan Mother's Day	Eid Trip to Swithen's farm	Father's Day Trip to the farm shop

