**Adventurers curriculum overview 2022-2023**

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|  | **Autumn 1****‘Me and my Family’** | **Autumn 2****‘Festivals of light’** | **Spring 1****‘Winter wonderland’** | **Spring 2****‘real life superheroe’s** | **Summer 1****‘All creatures great and small’** | **Summer 2****‘A safe and healthy me’** |
| Literacy | Class novel- **Super duper you**.**-**engaging with new texts.-joining in with repeated refrains.-developing a love for stories and books.-developing their vocabulary linked to the topic.-name writing-describing self in positive way-beginning to recognise some letter shapes.-awareness of text in the environment.-knowing text carries meaning. | Class novel-**Meg and mog** and **The jolly Christmas postman.**-blending and segmenting cvc words.-developing and strengthening their pencil grip.-letter formation-retelling stories in the reading area using puppets.-developing a love for stories.-recognising texts relate to the current topic.-showing a preference over text.-Ownership of own reading book and beginning to develop confidence in both school and home with this.  | Class novel-**Jack frost and say hello to the snowy animals.**-sequencing stories.-writing captions and labels.-guided writing to develop writing short sentences.-Using some common exception words from memory and from visual resources. -Repetition of reading familiar books to strengthen vocabulary. | Class novel-**A super hero like you** and **when we grow up..**-Beginning to understand by asking and responding to ‘how’ and ‘why’ questions and use these to influence their critical; thinking.-Using more details and vocabulary taken from non-fiction texts.-Developing own narratives and explanations taken from real life experiences.-Writing lists-Writing speech bubbles. | Class novel-‘**Jack and the beanstalk.****-**Developing independent writing and reading skills.-instructional writing.**-**Developing use of adjectives verbally.**-**Writing for a purpose within areas of provision.-Beginning to use some key features of a narrative.-Gathering and using literacy resources with independence and recognition for their intended use.  | Class novel-‘**Handa’s surprise’** -Story writing.-writing sentences using a range of tricky words that are spelt correctly. -Beginning to use full stops, capital letters and finger spaces without prompt.-Innovation of familiar texts.-Using familiar texts as a model for writing own stories. -Character description  |
| Maths | **White Rose topics-**‘Getting to know you’- positional language & number rhymes and games.‘Just like me!’-matching, comparing, pattern making and sorting. | **White rose topics-****‘**Its me 1,2,3!-Representing, comparing and composition of these numbers. -circles & triangles.‘Light and dark’--Representing numbers to 5.-One more/less.-Time-Shapes with 4 sides. | **White rose topics-**‘Alive in 5’-Introducing zero.-Comparing numbers to 5.-Composition of 4 ad 5.-Comparing mass.-Comparing capacity. | **White rose topics-**‘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. | **White rose topics-****‘**To 20 and beyond!’**-**Building numbers beyond 10.-Counting patterns beyond 10.-Spatial reasoning.-Match, rotate, manipulate.‘First, then, now’-Adding more-Taking away | **White rose topics-****‘Find my pattern’**-Doubling.-Sharing and grouping.-Even and odd.‘On the move’-Deepening understanding.-Patterns and relationships.  |
| Communication and language | -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. | -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. | -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. | -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. | -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.  | -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. |
| Physical development | -Threading, -cutting, -weaving, -playdough-Manipulate objects with good fine motor skills -Draw lines and circles using gross motor movements -Hold pencil/paint brush beyond whole hand grasp-Developing tripod pencil grip.  | -Develop muscle tone to put pencil pressure on paper-Use tools to effect changes to materials -Show preference for dominant hand -structured draw, write or copy activities.-Teach and model correct letter formation. | -Begin to form letters correctly-Handle tools, objects, construction and malleable materials with increasing control-Encourage children to draw freely.-Holding Small Items / -Button Clothing  | -Hold pencil effectively with comfortable grip -Forms recognisable letters most correctly formed-Good balance and moves with confidence. | -Secure pencil grip and letter formation.-Use one hand consistently for fine motor tasks-Cut along a straight line with scissors / -Start to cut along a curved line, like a circle.-Be highly active within the outdoor classroom demonstrating balance, strength and agility.  | -Start to colour inside the lines of a picture-Start to draw pictures that are recognisable / -Build things with smaller linking blocks, such as Duplo or Lego-Engage in racing and chasing games.-Gymnastics and balance.  |
| Personal, social and emotional development |

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| -New Beginnings- rules and routines.-Seeing themselves as a valuable individual who is part of the Adventurers class.-Class promises.-Similarities and differences.-Healthy sleep routines-Keeping clean-Different ways to learn and play. |   |
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 | -Getting on and falling out. -How to deal with anger-Emotions-How feelings can affect people’s bodies and how they behave-Self -Confidence -Build constructive and respectful relationships.-Ask children to explain to others how they thought about a problem or an emotion and how they dealt with it.  | -Identify and moderate their own feelings socially and emotionally.-Encourage them to think about their own feelings and those of others by giving explicit examples of how others might feel in particular scenarios -to recognise that not everyone feels the same at the same time, or feels thesame about the same things. | -To recognise when they need help with feelings; that it is important to askfor help with feelings; and how to ask for it.-strategies for staying calm in the face of frustration. -Show resilience and perseverance in the face of challenge. | -Random acts of Kindness -Looking after pets how people and other living things have different needs; about theresponsibilities of caring for them- things they can do to help look after their environment | -preparing to move to a new class/year group.-to recognise that some things are private and the importance of respectingprivacy; that parts of their body covered by underwear are private |
| Knowledge and understanding of the world | -Identifying their family. -Can talk about what they do with their family and places they have been with their family. -Name and describe people who are familiar to them. -Read fictional stories about families and start to tell the difference between real and fiction.-Talk about members of their immediate family and community.-Navigating around our classroom and outdoor classroom.. -Use all their senses in hands-on exploration. | -Recognise that people have different beliefs and celebrate special times in different ways.-Can talk about what they have done with their families during Christmas’ in the past. -Show photos of how Christmas used to be celebrated in the past. Use world maps to show children where some stories are based. -Use the Jolly Postman to draw information from a map and begin to understand why maps are so important to postmen.-Share different cultures versions of famous fairy tales. -Continue developing positive attitudes about the differences between people.  | -Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.-Explore collections of materials with similar and/or different properties. -Talk about the differences between materials and changes they notice..-Recognise some environments that are different from the one in which they live.-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. | -Show interest in different occupations and how these may very across different parts of the world.-Talk about members of their immediate family and community-Recognise some similarities and differences between life in this country and life in other countries.-Stranger danger. Talking about occupations and how to identify strangers that can help them when they are in need.-Look at the difference between transport in this country and one other country.  | -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. -Caring for wildlife, pets and other animals.-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 the world around us and see how it changes as we enter Summer. -Look at what rubbish can do to our environment and animals. -Gain an understanding around different food sources and how these vary across environments.-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. |
| Expressive arts and design | -Join in with songs-beginning to mix colours-join in with role play games and use resources available for props- build models using construction equipment.-Autumn collages.-Harvest festival props-Sing call-and-response songs-Self-portraits- junk modelling  | -Use different textures and materials.-Listen to music and make their own dances in response.-Clay diva lamps.-Firework pictures-Christmas decorations, -Christmas cards, Christmas songs/poems.-The use of story maps, props, puppets & story sacks.-Christmas performance | -Making lanterns,-Chinese writing, puppet making, -Chinese music and composition-Chinese new year role play.-Shadow Puppets -Winter artwork.-Bird feeders | -Mother’s Day crafts -Easter crafts -patterns on Easter eggs,-Home Corner role play  | -Collage-farm animals / Making houses. -Pastel drawings, printing, -Life cycles,-Flowers-Sun flowers-Garden centre role play. | -Fruit kebabs-Thankyou cards.-Rose day performance |
| Phonics | The children will be covering phase 2 sounds-s a t p i n d g o c ck,u r h b f, lTricky words-Is I the | The children will be covering phase 2/3 sounds-ff ll ss j v w x y z zz qu ch sh th ng nkTricky words-put pull full as and has his her go no to into she push\* he of we me be | The children will be covering phase 3 sounds-ai ee igh oa oo oo ar or ur ow oi ear air erTricky words-was you they my by all are sure pure | Phase 3 graphemes No new tricky words Week 1 review Phase 3: ai ee igh oa oo ar or ur oo ow oi ear | Short vowels CCVCC, CCCVC, CCCVCC.longer words compound wordsroot words ending in: –ing, –ed /t/, –ed /id/ /ed/ –estTricky words-said so have like some come love do there when what one out today | long vowel sounds CCVC, CCCVC, CCV CCVCC.Phase 4 words ending –s /s/ Phase 4 words ending –s /z/ Phase 4 words ending –es longer words.root word ending in: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/.root word ending in: –er, –est longer words |
| Curriculum enhancement ideas | Autumn walk in locality | Diwali HannukahChristmas  | Ash Wednesday / Shrove Tuesday St David’s Day | Easter Start of Ramadan Mothers day | EidWhole school trip | Father’s dayTrip to the farm shop |