**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 | |  |  | | --- | --- | | -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. |  | |  |  | | -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 the  same about the same things. | -To recognise when they need help with feelings; that it is important to ask  for 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 the  responsibilities 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 respecting  privacy; 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, l  Tricky 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 nk  Tricky 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 er  Tricky 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 words  root words ending in: –ing, –ed /t/, –ed /id/ /ed/ –est  Tricky 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  Hannukah  Christmas | Ash Wednesday / Shrove Tuesday  St David’s Day | Easter  Start of Ramadan  Mothers day | Eid  Whole school trip | Father’s day  Trip to the farm shop |