

Wrens- Early Years Curriculum Overview 2022-23

Area of Learning	Autumn 1 - I wonder what makes me me?	Autumn 2 - I wonder where people live?	Spring 1 - I wonder what life was like in the past?	Spring 2 - I wonder what evidence from the past can tell us about the history of our planet?	Summer 1 - I wonder where we can go and how we can get there?	Summer 2 - I wonder what change looks like?
<b>Other Enrichment activities/celebrations</b>	Harvest festival	Autumn Bonfire Night Anti Bullying week Remembrance Day Nursery Rhyme Week Christmas Jumper Day Nativity Performance	Valentine's Day Chinese New Year STEM week Internet Safety Day	Pancake Day Fairtrade Fortnight World Book Day Easter	Global Awareness week Sports week	Trailblazers week Holidays Class trip
<p><b>Communication and Language</b></p> <p>Communication and Language is developed throughout the year through high quality interactions, daily group discussions, circle times, stories, singing, speech and language interventions,</p>	<p><b>Listening, Attention and Understanding</b> Children will be able to understand how to listen carefully and know why it is important.</p> <p><b>Speaking</b> Children will talk in front of small groups and their teacher offering their own ideas.</p>	<p><b>Listening, Attention and Understanding</b> Children will begin to understand how and why questions.</p> <p><b>Speaking</b> Children will use new vocabulary throughout the day.</p>	<p><b>Listening, Attention and Understanding</b> Children will learn to ask questions to find out more.</p> <p><b>Speaking</b> Children will talk in sentences using conjunctions, e.g. and, because.</p>	<p><b>Listening, Attention and Understanding</b> Children will retell a story and follow a story without pictures or props.</p> <p><b>Speaking</b> Children will engage in non-fiction books and to use new vocabulary in different contexts.</p>	<p><b>Listening, Attention and Understanding</b> Children will be able to understand a question such as who, what, where, when, why and how.</p> <p><b>Speaking</b> Children will use talk to organise, sequence and clarify thinking, ideas, feelings and events.</p>	<p><b>Listening, Attention and Understanding</b> Children will be able to have conversations with adults and peers with back-and-forth exchanges.</p> <p><b>Speaking</b> Children will use talk in sentences using a range of tenses.</p>
<p><b>Listening, Attention and Understanding:</b> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p><b>Speaking:</b> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>						
<p><b>Personal, Social and Emotional Development</b></p> <p>Children develop their personal, social and emotional skills throughout the year through interactions with their peers and adults, circle times, social stories,</p>	<p><b>Self-Regulation</b> Children will be able to follow one step instructions.</p> <p>Children will recognise different emotions.</p> <p>Children will focus during short whole class activities.</p> <p><b>Managing Self</b> Children will learn to wash their hands independently and begin to develop independence in dressing and undressing</p> <p>Children will understand the need to have rules.</p> <p><b>Building Relationships</b> Children will seek support from adults and gain confidence to speak to peers and adults.</p>	<p><b>Self-Regulation</b> Children will talk about how they are feeling and to consider others feelings.</p> <p><b>Managing Self</b> Children will manage their own basic needs independently.</p> <p><b>Building Relationships</b> Children will begin to develop friendships.</p>	<p><b>Self-Regulation</b> Children will be able to focus during longer whole class lessons.</p> <p><b>Managing Self</b> Children will begin to show resilience and perseverance in the face of a challenge.</p> <p><b>Building Relationships</b> Children will be able to use taught strategies to support in turn taking.</p>	<p><b>Self-Regulation</b> Children will identify and moderate their own feelings socially and emotionally.</p> <p><b>Managing Self</b> Children will further develop resilience and perseverance in the face of a challenge.</p> <p><b>Building Relationships</b> Children will learn to listen to the ideas of other children and agree on a solution and compromise.</p>	<p><b>Self-Regulation</b> Children will be able to control their emotions using a range of techniques.</p> <p><b>Managing Self</b> Children will understand the importance of healthy food choices.</p> <p><b>Building Relationships</b> Children will learn to work as a group.</p>	<p><b>Self-Regulation</b> Children will be able to follow instructions of three steps or more.</p> <p><b>Managing Self</b> Children will show a 'can do' attitude.</p> <p><b>Building Relationships</b> Children will have the confidence to communicate with adults around the school.</p>
<p><b>Self-Regulation:</b> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability.</p> <p><b>Managing Self:</b> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p><b>Building Relationships:</b> Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.</p>						

<p><b>Physical Development</b></p> <p>Children improve their gross and fine motor skills daily by engaging in different fine motor activities (threading, cutting, weaving, playdough), mark making, construction, drawing, writing, Dough Disco etc</p>	<p><b>Gross Motor</b> Children will learn to move safely in a space.</p> <p><b>Fine Motor</b> Children will begin to use a tripod grip when using mark making tools.</p>	<p><b>Gross Motor</b> Children will explore different ways to travel using equipment.</p> <p><b>Fine Motor</b> Children will accurately draw lines, circles and shapes to draw pictures.</p>	<p><b>Gross Motor</b> Children will be able to control a ball in different ways.</p> <p>Children will balance on a variety of equipment and climb.</p> <p><b>Fine Motor</b> Children will handle scissors, pencil and glue effectively.</p>	<p><b>Gross Motor</b> Children will jump and land safely from a height.</p> <p><b>Fine Motor</b> Children will use cutlery appropriately.</p>	<p><b>Gross Motor</b> Children will move safely with confidence and imagination, communicating ideas through movement.</p> <p><b>Fine Motor</b> Children will hold scissors correctly and cut out small shapes.</p>	<p><b>Gross Motor</b> Children will be able to play by the rules and develop coordination.</p> <p><b>Fine Motor</b> Children will form letters correctly using a tripod grip.</p>
<p><b>Gross Motor:</b> Negotiate space and obstacles safely, with consideration for themselves and others. -Demonstrate strength, balance and coordination when playing. -Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p><b>Fine Motor:</b> Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.</p>						
<p><b>Literacy</b></p> <p>Each week will focus on a text driver for linked activities in continuous provision</p>	<p><b>Comprehension</b> Children will independently look at a book, hold it the correct way and turn pages.</p> <p><b>Word Reading</b> Children will learn Phase 2 graphemes and begin to segment and blend sounds together to read words.</p> <p><b>Writing</b> Children will give meanings to the marks they make.</p>	<p><b>Comprehension</b> Children will engage and enjoy an increasing range of books.</p> <p><b>Word Reading</b> Children will learn Phase 2 digraphs and blend sounds together to read words</p> <p><b>Writing</b> Children will form letters correctly.</p>	<p><b>Comprehension</b> Children will act out stories using recently introduced vocabulary.</p> <p><b>Word Reading</b> Children will learn Phase 3 digraphs and recognise taught digraphs in words and blend the sounds together.</p> <p><b>Writing</b> Children will write words representing the sounds with a letter/letters.</p>	<p><b>Comprehension</b> Children will be able to talk about the characters in the books they are reading.</p> <p><b>Word Reading</b> Children will revise Phase 3 digraphs and read longer words containing them</p> <p><b>Writing</b> Children will write labels/phrases representing the sounds with a letter/letters.</p>	<p><b>Comprehension</b> Children will retell a story using vocabulary influenced by their book.</p> <p><b>Word Reading</b> Phase 4 phonics- children will read longer words and sentences</p> <p><b>Writing</b> Children will write words which are spelt phonetically.</p>	<p><b>Comprehension</b> Children will be able to answer questions about what they have read.</p> <p><b>Word Reading</b> Phase 4 phonics- children will read longer words and sentences</p> <p><b>Writing</b> Children will write simple phrases and sentences using recognisable letters and sounds.</p>
<p><b>Comprehension:</b> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p> <p><b>Word Reading:</b> Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p><b>Writing:</b> Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.</p>						
<p><b>Mathematics</b></p>	<p><b>Number</b> Children will have a deep understanding of 1-3.</p> <p><b>Numerical Patterns</b> Children will verbally say which group has more or less.</p>	<p><b>Number</b> Children will have a deep understanding of numbers 1-5.</p> <p><b>Numerical Patterns</b> Children will compare equal and unequal groups.</p>	<p><b>Number</b> Children will have a deep understanding of numbers 1-8.</p> <p><b>Numerical Patterns</b> Children will understand and explore the difference between odd and even numbers.</p>	<p><b>Number</b> Children will have a deep understanding of numbers 1-10.</p> <p><b>Numerical Patterns</b> Children will add and subtract using number sentences.</p>	<p><b>Number</b> Children will revise number bonds to 5.</p> <p><b>Numerical Patterns</b> Children will share quantities equally.</p>	<p><b>Number</b> Children will know number bonds to 10, including doubling facts.</p> <p><b>Numerical Patterns</b> Children will be able to count beyond 20 and higher.</p>
<p><b>Number:</b> Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p><b>Numerical Patterns:</b> Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>						
<p><b>Understanding the World</b></p>	<p><b>History: Past and Present</b> Children will know about changes in their own lives</p> <p><b>Geography: People, Culture and Communities</b> Children will know about features of</p>	<p><b>History: Past and Present</b> Children will know some similarities and differences between things in the past and now.</p> <p><b>Geography: People, Culture and Communities</b></p>	<p><b>History: Past and Present</b> Children will know about the past through settings and characters talk about a significant character (the Queen)</p> <p><b>Geography: People, Culture and</b></p>	<p><b>History: Past and Present</b> Children will know about the past through settings and talk about a character from the past (Mary Anning)</p> <p><b>Geography: People, Culture and</b></p>	<p><b>History: Past and Present</b> Children will know about the past through settings, characters and events - Neil Armstrong/Tim Peake</p> <p><b>Geography: People, Culture and Communities</b></p>	<p><b>History: Past and Present</b> Children will sequence events in their life so far- adding events from their school to their personal timeline</p> <p><b>Geography: People, Culture and Communities</b></p>

<p>their immediate environment and where they live.</p> <p><b>Science: The Natural World</b> Children will understand the terms 'same' and 'different'. Children will learn key body parts and how to keep healthy</p> <p><b>RE: People, Culture and Communities</b> Children will know what Belonging means and what it means to be a Christian</p>	<p>Children will compare locations of the town and the country relating to what they have read in class</p> <p><b>Science: The Natural World</b> Children will explore and ask questions about the natural world around them.</p> <p><b>RE: People, Culture and Communities</b> Children will know that Christmas is the celebration of Jesus's birth</p> <p>Children will know why Christians perform nativity plays.</p>	<p><b>Communities</b> Children will explore where castles are located in the UK</p> <p><b>Science: The Natural World</b> Children will talk about features of the environment they are in and learn about the different environments.</p> <p><b>RE: People, Culture and Communities</b> Children will know that people around the world have different religions and that Shabbat is an important festival for remembering for Jewish people</p>	<p><b>Communities</b> Children will talk about different environments</p> <p><b>Science: The Natural World</b> Children will know some important processes and changes in the natural world, including states of matter.</p> <p><b>RE: People, Culture and Communities</b> Children will know that eggs are a symbol of new life</p> <p>Children will know why Christians put three crosses in an Easter garden.</p>	<p>Children will know that simple symbols are used to identify features on a map and create their own simple maps</p> <p><b>Science: The Natural World</b> Children will make observations about the environment around them</p> <p><b>RE: People, Culture and Communities</b> Children will be able to talk about special clothing in relation to themselves, Christian and Jewish people</p>	<p>Children will compare and contrast a country to our own (Global awareness week)</p> <p><b>Science: The Natural World</b> Children will make observations about plants discussing similarities and differences.</p> <p><b>RE: People, Culture and Communities</b> Children will be able to talk about looking forward from their own experience</p> <p>Children will be able to talk about the story of the Prodigal Son and why it was important to look forward</p>
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**Past and Present:** Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.

**People, Culture and Communities:** Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

**The Natural World:** Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

**Expressive Arts and Design**

<p><b>Music: Being Imaginative</b> Children will sing and perform nursery rhymes.</p> <p>See Charanga Progression of Skills document.</p> <p><b>Art &amp; Design: Creating with Materials</b> Children will experiment mixing with colours.</p>	<p><b>Music: Being Imaginative</b> Children will experiment with different instruments and their sounds.</p> <p>See Charanga Progression of Skills document.</p> <p><b>Art &amp; Design: Creating with Materials</b> Children will experiment with different textures.</p>	<p><b>Music: Being Imaginative</b> Children will create narratives based around stories.</p> <p>See Charanga Progression of Skills document.</p> <p><b>Art &amp; Design: Creating with Materials</b> Children will safely explore different techniques for joining materials.</p>	<p><b>Music: Being Imaginative</b> Children will move in time to the music.</p> <p>See Charanga Progression of Skills document.</p> <p><b>Art &amp; Design: Creating with Materials</b> Children will make props and costumes for different role play scenarios.</p>	<p><b>Music: Being Imaginative</b> Children will play an instrument following a musical pattern.</p> <p>See Charanga Progression of Skills document.</p> <p><b>Art &amp; Design: Creating with Materials</b> Children will explore and use a variety of artistic effects to express their ideas and feelings.</p>	<p><b>Music: Being Imaginative</b> Children will invent their own narratives, stories and poems.</p> <p>See Charanga Progression of Skills document.</p> <p><b>Art &amp; Design: Creating with Materials</b> Children will share creations, talk about process and evaluate their work.</p>
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**Creating with Materials:** Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories.

**Being Imaginative:** Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.