

## St Gilbert's C of E Primary School – Curriculum Framework Year FS

	AUTUMN		SPRING		SUMMER	
	1	2	3	4	5	6
<b>Christian Value Yr A</b>	Generosity	Compassion	Courage	Forgiveness	Friendship	Respect
<b>Christian Value Yr B</b>	Thankfulness	Trust	Perseverance	Justice	Service	Truthfulness
<b>Topic</b>	Superhero, Super Me!	Once upon a time (Christmas)	Amazing Animals	Planting and Growing	Minibeasts	Fun at the Seaside!
<b>Topic Event/ Activity</b>	Visit from police/paramedics/ firefighters	Nativity Visit to the library	Visit to Chinese restaurant	Growing our own beanstalks Visit to All Saint's	Visit from Zoolab Class caterpillars	Possible visit to a beach
<b>Key Subject</b>	PSED / Understanding the World	Communication and Language / Literacy / Understanding the World	Expressive Arts & Design / Understanding of the World	Understanding of the World	Understanding of the World	Expressive Arts & Design / Understanding of the World
<b>Personal, Social &amp; Emotional Development (PSED)</b>  Leading to Early Learning Goals in: <ul style="list-style-type: none"> <li>• Self-regulation</li> <li>• Managing self</li> <li>• Building relationships</li> </ul>	Circle times – getting to know ourselves and each other; looking at similarities and differences  Take turns to talk, listening carefully to the contributions of others.	Circle times – behaviour & expectations  Take turns to talk, listening carefully to the contributions of others.	Setting individual targets  Health and self-care – Hand washing and hygiene.	Act of service Reviewing and setting new targets  Understanding the need for a healthy balanced diet – look at fruit and vegetables around the world.	Reviewing and setting new targets	Reviewing and setting new targets  Moving on

<p><b>Communication &amp; Language</b></p> <p>Leading to Early Learning Goals in:</p> <ul style="list-style-type: none"> <li>• Listening, attention and understanding</li> <li>• Speaking</li> </ul>	<p>Following instructions Learning expectations People who help us</p> <p>Asking for help when a message is not understood.</p> <p>Learn new words or phrases linked to topic.</p>	<p>Retelling and ordering stories Instructions – making porridge Christmas story</p> <p>Sequencing events in a story</p> <p>Understand instructions</p> <p>Learn new words or phrases linked to topic.</p>	<p>Retelling Noah’s Ark and Dear Zoo Adventures – sharing experiences Chinese New Year</p> <p>Recount experiences</p> <p>Learn new words or phrases linked to topic.</p>	<p>Planting seeds – Instructions, Asking and answering questions Predictions Describe and explain changes Use simple story structure when retelling and re-enacting Easter story</p> <p>Understand instructions</p> <p>Learn new words or phrases linked to topic.</p>	<p>Verbally building up a story Asking questions</p> <p>Recall main points in texts in the correct sequence.</p> <p>Ensure story has a sequence of events.</p> <p>Demonstrate a good understanding when talking with others about what they have read.</p> <p>Learn new words or phrases linked to topic.</p>	<p>Seaside experiences – interpretations of history Collective Worship to parents Discussions about making pulleys Describing underwater creatures</p> <p>Learn new words or phrases linked to topic.</p>
<p><b>Physical Development</b></p> <p>Leading to Early Learning Goals in:</p> <ul style="list-style-type: none"> <li>• Gross motor skills</li> </ul>	<p>Introduction to PE: Unit 1</p> <p>Using equipment safely and working together</p> <p>Pencil Grip Getting changed</p>	<p>Fundamentals: Unit 1</p> <p>Balancing, running, changing direction, jumping, hopping and travelling.</p> <p>Christmas dance</p>	<p>Gymnastics: Unit 1</p> <p>Explore basic movements, creating shapes, balances, and jumps and begin to develop rocking and rolling.</p>	<p>Dance: Unit 1</p> <p>Exploring travelling actions, shapes and balances.</p>	<p>Ball Skills: Unit 1</p> <p>Developing ball skills through the topic of 'minibeasts'.</p>	<p>Games: Unit 1</p> <p>Developing fundamental movement skills through games.</p> <p>Practice for Sports day</p>

<ul style="list-style-type: none"> <li>Fine motor skills</li> </ul>	<p>Handling classroom equipment</p>					
<p><b>Literacy</b></p> <p>Leading to Early Learning Goals in:</p> <ul style="list-style-type: none"> <li>Comprehension</li> <li>Word reading</li> <li>Writing</li> </ul>	<p>RWI – Set 1</p> <p>Superhero stories Happy in Our Skin Big Hair Don't Care Give Me My Yam People who help us non-fiction Senses – non-fiction Name writing</p> <p>Demonstrate phonic knowledge by pronouncing some sounds within words.</p> <p>Predict what might happen next in a story.</p>	<p>RWI – Set 1</p> <p>Knights &amp; Princesses stories Castles – non-fiction Poetry – Winter shape poems Name writing Castle recount Letters to Santa</p> <p>Recount experiences</p> <p>Demonstrate phonic knowledge by pronouncing some sounds within words.</p> <p>Predict what might happen next in a story.</p> <p>Respond to who, what, where, why</p>	<p>RWI – Set 1&amp;2</p> <p>Animal stories Chinese New Year – non-fiction Cleversticks - story Animal fact files Noah's Ark evaluation Information books - interpretations of history (fact vs fiction)</p> <p>Demonstrate phonic knowledge by pronouncing the sounds within words.</p> <p>Predict what might happen next in a story.</p> <p>Say what a character might be thinking, saying or feeling.</p>	<p>RWI – Set 2</p> <p>Bean diary – non-fiction Jack and the Beanstalk Handa's surprise Spring poetry – acrostic poems</p> <p>Demonstrate phonic knowledge by pronouncing the sounds within words.</p> <p>Predict what might happen next in a story.</p> <p>Say how they feel about stories and poems.</p>	<p>RWI – Set 2</p> <p>Minibeast information and facts – non-fiction – interpretations of history (fact vs fiction) Minibeast stories Write a story based on The Very Lazy Ladybird</p> <p>Demonstrate good phonic knowledge by clearly pronouncing the sounds within words.</p> <p>Predict what might happen next in a story.</p>	<p>RWI – Set 2 &amp; 3</p> <p>Lighthouse making recounts Lighthouse keeper stories</p> <p>Demonstrate good phonic knowledge by clearly pronouncing the sounds within words.</p> <p>Talk about the themes of different texts.</p> <p>Describe in detail the main events in the simple stories they have read.</p> <p>Predict what might happen next in a story.</p>

		and when questions?				
<p><b>Maths</b></p> <p>Leading to Early Learning Goals in:</p> <ul style="list-style-type: none"> <li>• Number</li> <li>• Numerical patterns</li> </ul>	<p>Number rhymes Exploring Numicon Introducing provision Learning key times of the school day and class routines</p> <p>Match and sort Compare amounts Representing 1, 2 and 3</p>	<p>Comparing and Composition of 1, 2 and 3 Circles &amp; Triangles Positional language Representing numbers to 5 One more and less Shapes with 4 sides Time</p>	<p>Introducing zero Comparing numbers to 5 Composition of 4 and 5 6, 7 and 8 Compare mass and capacity Length and height</p>	<p>Making pairs Combining 2 groups 9 and 10 Comparing numbers to 10 Bonds to 10 Time 3D shape Pattern</p>	<p>Building numbers beyond 10 Counting patterns beyond 10 Spatial reasoning Match, rotate, manipulate Adding more Taking away Compose and decompose</p>	<p>Doubling Sharing and grouping Even and odd Spatial reasoning Visualise and build Deepening understanding Patterns and relationships Spatial reasoning Mapping</p>
<p><b>Understanding the World</b></p> <p>Leading to Early Learning Goals in:</p> <ul style="list-style-type: none"> <li>• Past and present</li> <li>• People, culture and communities</li> <li>• The natural world</li> </ul>	<p>Similarities and differences between themselves &amp; others – (history link – Society &amp; Civilisation - historical knowledge and vocabulary; chronological understanding; interpretations of history; historical enquiry)</p>	<p>Christmas story – where did it take place Diwali – beliefs, religious story, celebrations Porridge making – changes History link – Royalty and Power Trip to Oakham castle - historical knowledge and vocabulary; chronological understanding; interpretations of</p>	<p>Rainforest animals Skin, fur, feathers etc. Patterns Chinese New Year Banana muffins – controlling kitchen equipment, using digital timers</p>	<p>Use 'Paint' to draw favourite fruit/veg or plant/flower – choosing and using art tools in an application Planting and growing a bean plant – chronological understanding What grows well in different parts of the world?</p>	<p>Zoolab visit Butterflies and caterpillar habitats - chronological understanding Film/photograph caterpillars – recording video clips, taking digital photographs</p>	<p>Seasides around the world Electricity (lighthouses) Timing how long things take Pulleys – weight/capacity</p>

	People and communities People who help us	history; historical enquiry				
<b>Expressive Arts &amp; Design</b>  Leading to Early Learning Goals in:  <ul style="list-style-type: none"> <li>• Creating with materials</li> <li>• Being imaginative and expressive</li> </ul>	Self portraits Bodies Music Express – Hands, feet and faces	Shields Dragon scales – texture Santa’s sleigh	Music – ‘Who built the Ark?’ Design, build and evaluate Arks Animal patterns painting	Yoghurt pots to grow cress seeds Oil pastel flowers Music Express – ‘Farm time’	Weaving spider webs Painting ladybirds spots (number bonds to 10) Clay snails Music Express – ‘Minibeasts’	Lighthouses Modelling sea creatures Making pirate hats
<b>R.E.</b>	Myself Belonging to religious communities	Special People - Jesus Muhammed Moses Guru Nanak  The First Christmas	Our books are special - Christianity - Bible Sikhism - Guru Granth Sahib Muslim - Qur’an Judaism - Torah	Salvation - Why do Christians put a cross in an Easter garden?  Easter story	Creation – Why is the word ‘God’ so important to Christians?  Creation story	Our beautiful world – Creation story from different religions Looking after our world
<b>Character Education/RSHE</b>	Caring, helpfulness and cooperation	Courage, kindness and reflection	Cleanliness, fairness and friendliness	Service, patience, respect and reflection	Courtesy Forgiveness, and determination	Self-discipline, gratitude and honesty