





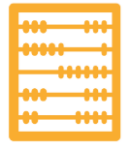
Curriculum map and Progression of Skills & Curriculum Overview 2022-23


F2: Otter Class

Area of Learning	Autumn 1 - Who am I?	Autumn 2 People Who Help Us	Spring 1 - Winter Wonderland	Spring 2 - The Great Outdoors	Summer 1 - Under The Sea and Pirates	Summer 2 - Dinosaurs
Other Possible Themes	Our bodies and senses Changing Autumn Our Local Area Our Families and other families	Firefighters Diwali Nursery Rhyme Week Christmas Remembrance Day Bonfire Night Guy Fawkes London then and now Hanukkah	Valentine's Day Chinese New Year Arctic Animals Life in cold countries Around the World!!! Spring Life cycles State of matter Famous explorers.. then and now	Pancake Day Fairtrade Easter International Women's Day	Holidays, weather, famous pirates, hot countries, mermaids, keeping the ocean clean The aquarium debate David Attenborough New Brighton beach... then and now	The Big Bang Tsunamis Mary Anning.... Palaeontologists then and now
Enrichment Activities Possible Nursery Rhymes	Snuggle Up and Read Riverside Rhymes Walk around our Local Area Baking Hedgehog bread Visit from an Owl Sanctuary Halloween extravaganza F2 Talent Show Head, shoulders, knees and toes Dingle dangle scarecrow If you're happy and you know it Autumn leaves are falling down The wheels on the bus	Nursery Rhyme Week Imagine That trip Visit from a FireFighter Visit to British Legion Parents to talk about Diwali Diwali Day Hanukkah Day Posting letters in the letter box Nativity Performance Christmas Jumper/Dinner Day Remember, remember the 5 th November London's burning London bridge is falling down Miss Polly had a dolly Five little fire engines When Santa got stuck up the chimney (song) Five little monkeys Twinkle twinkle..	Penguin Day Class Pet Ice Experiments Chinese New Year Parade Here we go round the mulberry bush Five little snowmen We're going to the zoo Five little speckled frogs Pat a cake	Barefoot Sensory Walk Butterfly Garden Tadpoles Trip to the Farm Growing flowers (sunflowers, daisies) Vegetable Patch Cress Heads Easter egg hunt World Book Day Easter Bonnet Parade One potato, two potato... Sleeping bunnies Baa, baa black sheep Humpty dumpty Old Mcdonald Hot cross buns Peter rabbit has a fly on his nose Oats, peas, beans and barley The farmer in the den	Litter picking at the beach Aquarium at the museum visit... this will be at the end of the topic and we will visit the dinosaurs as the start of our n new topic Mermaid walk.. perform The Singing Mermaid at Vale Park and play old and new beach games National Storytelling Week A sailor went to sea When I was one Bobby Shaftoe Row, row, row your boat One, two, three, four, five	Museum trip Teach Rex Science Day World Music Day Incy wincy spider Hickory dickory dock The sun has got his hat on Round and round the garden like a dinosaur
Communication and Language  Communication and Language is developed throughout the year through high quality interactions, daily group discussions, circle times, stories, singing, speech and language interventions, Helicopter Stories and Tapestry Time.	Listening, Attention and Understanding Children will be able to understand how to listen carefully and know why it is important. Speaking Children will talk in front of small groups and their teacher offering their own ideas.	Listening, Attention and Understanding Children will begin to understand how and why questions. Speaking Children will use new vocabulary throughout the day.	Listening, Attention and Understanding Children will learn to ask questions to find out more. Speaking Children will talk in sentences using conjunctions, e.g. and, because.	Listening, Attention and Understanding Children will retell a story and follow a story without pictures or props. Speaking Children will engage in non-fiction books and to use new vocabulary in different contexts.	Listening, Attention and Understanding Children will be able to understand a question such as who, what, where, when, why and how. Speaking Children will use talk to organise, sequence and clarify thinking, ideas, feelings and events.	Listening, Attention and Understanding Children will be able to have conversations with adults and peers with back-and-forth exchanges. Speaking Children will use talk in sentences using a range of tenses.
<p>Listening, Attention and Understanding: 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>Speaking: 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>Personal, Social and Emotional Development</p>  <p>Children develop their personal, social and emotional skills throughout the year through My Happy Mind sessions, circle times, social stories, ELSA support, diversity stories, Tapestry Time etc.</p>	<p>Self-Regulation 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>Managing Self Children will learn to wash their hands independently.</p> <p>Building Relationships Children will seek support from adults and gain confidence to speak to peers and adults.</p>	<p>Self-Regulation Children will talk about how they are feeling and to consider others feelings.</p> <p>Managing Self Children will understand the need to have rules.</p> <p>Building Relationships Children will begin to develop friendships.</p>	<p>Self-Regulation Children will be able to focus during longer whole class lessons.</p> <p>Managing Self Children will begin to show resilience and perseverance in the face of a challenge.</p> <p>Building Relationships Children will be able to use taught strategies to support in turn taking.</p>	<p>Self-Regulation Children will identify and moderate their own feelings socially and emotionally.</p> <p>Managing Self Children will develop independence when dressing and undressing.</p> <p>Building Relationships Children will listen to the ideas of other children and agree on a solution and compromise.</p>	<p>Self-Regulation Children will be able to control their emotions using a range of techniques.</p> <p>Managing Self Children will manage their own basic needs independently.</p> <p>Children will learn to dress themselves independently.</p> <p>Building Relationships Children will learn to work as a group.</p>	<p>Self-Regulation Children will be able to follow instructions of three steps or more.</p> <p>Managing Self Children will show a 'can do' attitude.</p> <p>Children will understand the importance of healthy food choices.</p> <p>Building Relationships Children will have the confidence to communicate with adults around the school.</p>
<p>Self-Regulation: 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>Managing Self: 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>Building Relationships: 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>Physical Development</p>  <p>Children improve their gross and fine motor skills daily by engaging in different Funky Fingers activities (threading, cutting, weaving, playdough), mark making, construction, drawing, writing, Dough Disco, Pen Disco and Squiggle While You Wiggle.</p>	<p>Gross Motor Children will learn to move safely in a space.</p> <p>Fine Motor Children will begin to use a tripod grip when using mark making tools.</p>	<p>Gross Motor Children will explore different ways to travel using equipment.</p> <p>Fine Motor Children will accurately draw lines, circles and shapes to draw pictures.</p>	<p>Gross Motor 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>Fine Motor Children will handle scissors, pencil and glue effectively.</p>	<p>Gross Motor Children will jump and land safely from a height.</p> <p>Fine Motor Children will use cutlery appropriately.</p>	<p>Gross Motor Children will move safely with confidence and imagination, communicating ideas through movement.</p> <p>Fine Motor Children will hold scissors correctly and cut out small shapes.</p>	<p>Gross Motor Children will be able to play by the rules and develop coordination.</p> <p>Fine Motor Children will form letters correctly using a tripod grip.</p>
<p>Gross Motor: 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>Fine Motor: 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>Literacy</p> 	<p>Comprehension Children will independently look at a book, hold it the correct way and turn pages.</p> <p>Word Reading Children will segment and blend sounds together to read words.</p> <p>Writing Children will give meanings to the marks they make.</p>	<p>Comprehension Children will engage and enjoy an increasing range of books.</p> <p>Word Reading Children will begin to read captions and sentences.</p> <p>Writing Children will form letters correctly.</p>	<p>Comprehension Children will act out stories using recently introduced vocabulary.</p> <p>Word Reading Children will recognise taught digraphs in words and blend the sounds together.</p> <p>Writing Children will write words representing the sounds with a letter/letters.</p>	<p>Comprehension Children will be able to talk about the characters in the books they are reading.</p> <p>Word Reading Children will read words containing tricky words and digraphs,</p> <p>Writing Children will write labels/[phrases representing the sounds with a letter/letters.</p>	<p>Comprehension Children will retell a story using vocabulary influenced by their book.</p> <p>Word Reading Children will read longer sentences containing phase 4 words and tricky words.</p> <p>Writing Children will write words which are spelt phonetically.</p>	<p>Comprehension Children will be able to answer questions about what they have read.</p> <p>Word Reading Children will read books matched to their phonics ability.</p> <p>Writing Children will write simple phrases and sentences using recognisable letters and sounds.</p>
<p>Possible Book Focus'</p>	<p>The Little Red Hen Owl Babies Zog StickMan</p>	<p>Supertato Maisy goes to hospital Gingerbread Man Jolly Postman</p>	<p>The SnowQueen Lost and Found If you were a penguin</p>	<p>Jack and the Beanstalk Olivers Vegetables A fruit is a suitcase for seeds Billy's Sunflower Handa's Surprise</p>	<p>The Singing Mermaid Julian is a Mermaid The Pirates next door Pirate Boy Commotion in the Ocean</p>	<p>Dear Dinosaur Harry and the bucketful of dinosaurs</p>

	Pumpkin Soup Pumpkin Jack Room on the Broom Stickman			Goldilocks & The Three Bears Three Little Pigs Three Billy Goats Gruff		
<p>Comprehension: 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>Word Reading: 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>Writing: 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>						

Mathematics 	<p>Number</p> <ul style="list-style-type: none"> Numbers all to do with me! Numbers in rhyme Sequencing and Positional Language Matching More or fewer? Height, length and capacity Patterns 	<p>Number</p> <ul style="list-style-type: none"> Subitising within 5 Counting Shapes Composition of numbers 	<p>Number</p> <p>Children will have a deep understanding of numbers 1-8.</p> <p>Numerical Patterns</p> <p>Children will understand and explore the difference between odd and even numbers.</p>	<p>Number</p> <p>Children will have a deep understanding of numbers 1-10.</p> <p>Numerical Patterns</p> <p>Children will add and subtract using number sentences.</p>	<p>Number</p> <p>Children will revise number bonds to 5.</p> <p>Numerical Patterns</p> <p>Children will share quantities equally.</p>	<p>Number</p> <p>Children will know number bonds to 10, including doubling facts.</p> <p>Numerical Patterns</p> <p>Children will be able to count beyond 20 and higher.</p>
	<p>Number: 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>Numerical Patterns: 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>					

Understanding the World 	<p>History: Past and Present</p> <p>Children will know about their own life story and how they have changed.</p> <p>History skills: Chronology: Talk about members of their immediate family and the relationship to them.</p> <p>Name and describe people who are familiar to them.</p> <p>Geography: People, Culture and Communities</p> <p>Children will know about features of the immediate environment.</p> <p>Geography skills: Mapping: Talk about the features of their immediate environment with visual representations</p>	<p>History: Past and Present</p> <p>Children will know some similarities and differences between things in the past and now.</p> <p>Chronology: Know that houses looked different in the past and had specific characteristics compared to today? What was similar? What is different?</p> <p>Know about family celebrations that have happened in the past. Find out about key historical events and why and how we celebrate today? Remembrance Day, Christmas Day, Diwali. Ask questions, use different sources to find answers including books.</p> <p>Geography: People, Culture and Communities</p>	<p>History: Past and Present</p> <p>Children will talk about the lives of people around them.</p> <p>Chronology: Know that life was different in the past – How were Robert Scott and Felicity Aston's experiences different?</p> <p>Chronology: use the language of time when talking about past/present events in their own lives and in the lives of others.</p> <p>Geography: People, Culture and Communities</p> <p>Children will know that people around the world have different religions.</p> <p>Mapping: Liscard: Walk along</p>	<p>History: Past and Present</p> <p>Children will talk about past and present events in their lives and what has been read to them.</p> <p>Chronology: Know that in the past things they are familiar with looked different. link to farm machinery.</p> <p>Geography: People, Culture and Communities</p> <p>Children will know about people who help us within the community.</p> <p>Mapping: Design a garden use squared paper to create a plan label with symbols and pictures Link to key texts Oliver's Vegetables .</p> <p>Science: The Natural World</p> <p>Children will make observations</p>	<p>History: Past and Present</p> <p>Children will know about the past through settings and characters.</p> <p>Chronology: What games were played at New Brighton seaside? Have they changed? What about the buildings? What is new?</p> <p>Geography: People, Culture and Communities</p> <p>Children will know that people in other countries may speak different languages.</p> <p>Mapping: The UK compare Seacombe with other locations outside of Europe and talk similarities and differences between the place they live and a country</p>	<p>History: Past and Present</p> <p>Children will know about the past through settings, characters and events.</p> <p>Chronology: Compare the lives of Mary Anning and present day palaeontologists. Timeline of dinosaurs.</p> <p>Geography: People, Culture and Communities</p> <p>Children will know that simple symbols are used to identify features on a map.</p> <p>Mapping: Create own maps using grid paper and symbols (x marks the spot to locate dinosaurs.</p> <p>Science: The Natural World</p> <p>Children will know some important</p>
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e.g., classroom maps, map around school, mapping the walk to Central Park. View maps - know the location of local buildings of familiarity in relation to school.

Science: The Natural World
Children will understand the terms 'same' and 'different'.

Enquiry - Notice changes to the natural world Harvesting vegetables .

The Seasons - Know the changes that occur during Autumn

RE: People, Culture and Communities
Children will know what Creation teaches Christians about God.

Communities

Children will know that there are many countries around the world.

Mapping: Where do I live?
Relate to community events Remembrance day parade, New Brighton cenotaph. View maps - Know the location of the Cenotaph in relation to the school.

Science: The Natural World
Children will explore and ask questions about the natural world around them.

Enquiry Notice Changes to the natural world Autumn ; leaves, colours, weather, day and night

RE: People, Culture and Communities
Children will know what Christians say God is like.

Children will know why Christians perform nativity plays.

Liscard to identify different fruit and vegetable shops and allotments. Map the journey Street View Map - Travel through Liscard pick out key shops / landmarks Look at maps of Wirral know that Seacombe is part of the county Wirral and close to the city of Liverpool.

Science: The Natural World
Children will talk about features of the environment they are in and learn about the different environments.

Children will know some important processes and changes in the natural world, including states of matter.

Enquiry Notice changes to the natural world

The Seasons - Know the changes that occur in winter Frost / ice.

RE: People, Culture and Communities
Children will know what kind of king Jesus may have been.

Children will know what the church is and why the local church is linked to our school.

about plants discussing similarities and differences.

Enquiry Recognise and talk about the signs of Spring compared to Autumn.

RE: People, Culture and Communities
Children will know why people say sorry.

Children will know why Christians put three crosses in an Easter garden.

Children will know how Easter Day is different to Good Friday.

Children will know why Christians are happy on Easter.

elsewhere . Know that living in Seacombe is different to another country.

Science: The Natural World
Children will make observations about animals discussing similarities and differences.

Enquiry Talk about similarities and differences between life in this country and life in other countries .

The Seasons Recognise and talk about Summer

RE: People, Culture and Communities
Children will know what Christians say the Holy Spirit is like.

processes and changes in the natural world.

RE: People, Culture and Communities
Children will know how the disciples changed when they first met Jesus.

Enquiry: name animals and talk about their diets. Which animals have similar and different diets?

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



Music: *Being Imaginative*
 Children will sing and perform nursery rhymes.

See Charanga Progression of Skills document.

Art & Design: *Creating with Materials*
 Children will experiment mixing with colours.

Music: *Being Imaginative*
 Children will experiment with different instruments and their sounds.

See Charanga Progression of Skills document.

Art & Design: *Creating with Materials*
 Children will experiment with different textures.

Music: *Being Imaginative*
 Children will create narratives based around stories.

See Charanga Progression of Skills document.

Art & Design: *Creating with Materials*
 Children will safely explore different techniques for joining materials.

Music: *Being Imaginative*
 Children will move in time to the music.

See Charanga Progression of Skills document.

Art & Design: *Creating with Materials*
 Children will make props and costumes for different role play scenarios.

Music: *Being Imaginative*
 Children will play an instrument following a musical pattern.

See Charanga Progression of Skills document.

Art & Design: *Creating with Materials*
 Children will explore and use a variety of artistic effects to express their ideas and feelings.

Music: *Being Imaginative*
 Children will invent their own narratives, stories and poems.

See Charanga Progression of Skills document.

Art & Design: *Creating with Materials*
 Children will share creations, talk about process and evaluate their work.

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.