

| F1 – Curriculum Plan       |                                                                                                                                                                                                                                                                                                                                                                                                                   |                           |                                                                                                                                                                                                                                                                                                                                                                                                                            |                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                  |
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|                            | Autumn                                                                                                                                                                                                                                                                                                                                                                                                            |                           | Spring                                                                                                                                                                                                                                                                                                                                                                                                                     |                                   | Summer                                                                                                                                                                                                                                                                                                                                                                                                                           |
|                            | Belonging                                                                                                                                                                                                                                                                                                                                                                                                         |                           | Exploring                                                                                                                                                                                                                                                                                                                                                                                                                  |                                   | Discovering                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Oxfam curriculum area      | Identity and diversity                                                                                                                                                                                                                                                                                                                                                                                            | Social justice and equity | Sustainable development                                                                                                                                                                                                                                                                                                                                                                                                    | Globalisation and interdependence | Peace and conflict                                                                                                                                                                                                                                                                                                                                                                                                               |
| Key question               | What Makes Me Special?                                                                                                                                                                                                                                                                                                                                                                                            |                           | How can I be Kind to the world?                                                                                                                                                                                                                                                                                                                                                                                            |                                   | How Do People Help US?                                                                                                                                                                                                                                                                                                                                                                                                           |
| Project outcomes           | 1 Stay and Play<br>2 Festival Food Party                                                                                                                                                                                                                                                                                                                                                                          |                           | 1. Make a sea picture using recycled objects<br>2. Make a house for a Pig                                                                                                                                                                                                                                                                                                                                                  |                                   | 1. Visit from the emergency services<br>2. Summer celebration assembly                                                                                                                                                                                                                                                                                                                                                           |
| Key texts                  | Owl Babies<br>From Head to Toe<br>The Colour MONstr<br>So Much<br>Stick and Stone                                                                                                                                                                                                                                                                                                                                 |                           | One Snowy Night<br>The Odd Fish<br>Lost and Found<br>Little Chick<br>The Very Hungry Caterpillar<br>Three Little Pigs                                                                                                                                                                                                                                                                                                      |                                   | Goldilocks and the Three Bears<br>The Naughty Bus<br>Flashing Fire Engines<br>Ness the Nurse<br>Zog and the Flying Dr<br>Busy People Police Officer<br>Think Big                                                                                                                                                                                                                                                                 |
| Hook                       | Family Photos                                                                                                                                                                                                                                                                                                                                                                                                     |                           | White Post Farm                                                                                                                                                                                                                                                                                                                                                                                                            |                                   | Visit from working parents (dr's/GP's                                                                                                                                                                                                                                                                                                                                                                                            |
| Enrichment                 | Show and Tell<br>Local area explore                                                                                                                                                                                                                                                                                                                                                                               |                           | Life cycles - caterpillars                                                                                                                                                                                                                                                                                                                                                                                                 |                                   | Growing our own veg                                                                                                                                                                                                                                                                                                                                                                                                              |
| Communication and Language | <ul style="list-style-type: none"> <li>Begin to use a range of vocabulary</li> <li>Pay attention to more than one thing at a time</li> <li></li> </ul>                                                                                                                                                                                                                                                            |                           | <ul style="list-style-type: none"> <li>Understand why questions</li> <li>Be able to express a point of view</li> <li>Debate with an adult when they don't agree</li> </ul>                                                                                                                                                                                                                                                 |                                   | <ul style="list-style-type: none"> <li>Learn rhymes, poems and songs.</li> <li>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li> <li>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.</li> </ul> |
| PSED                       | <ul style="list-style-type: none"> <li>Become more outgoing with unfamiliar people in the safe context of their setting</li> <li>Begin to show confidence in new social situations</li> <li>Begin to use activities and resources independently and with care</li> <li>Begin to recognise and talk about their one feelings</li> <li>Play with one or more children</li> <li>Increasingly follow rules</li> </ul> |                           | <ul style="list-style-type: none"> <li>Develop their sense of responsibility and membership of the community</li> <li>Play with one or more children, extending and elaborating play ideas</li> <li>Make healthy choices about food and drink</li> <li>Increasingly follow rules understanding why they are important</li> </ul>                                                                                           |                                   | <ul style="list-style-type: none"> <li>Find solutions to conflicts and rivalries</li> </ul>                                                                                                                                                                                                                                                                                                                                      |
| Physical Development       | <ul style="list-style-type: none"> <li>Begin to develop their movement for balancing, riding and large muscle movements</li> <li>Show a preference for a dominant hand using a comfortable grip</li> <li>Use large muscle movements to wave flags, streamers and paint</li> <li></li> </ul>                                                                                                                       |                           | <ul style="list-style-type: none"> <li>Skip hop and stand on one leg and hold a pose for a game</li> <li>Choose the right resources to carry out their own plan</li> <li>Be increasingly independent as they put on their coats and jumpers, doing up zips.</li> <li>Match their developing physical skills to tasks in the setting, for example, walk or run across a plank depending on its length or width..</li> </ul> |                                   | <ul style="list-style-type: none"> <li>Start taking part in some group activities which they make up for themselves</li> </ul>                                                                                                                                                                                                                                                                                                   |
| Literacy                   | <ul style="list-style-type: none"> <li>Recognise name cards and peg labels</li> <li>Begin to understand some of the key concepts about print (print has meaning etc)</li> <li>Begin to engage in conversations about stories and learn new vocabulary</li> <li>Use print and letter knowledge in their early writing</li> </ul>                                                                                   |                           | <ul style="list-style-type: none"> <li>Name different parts of a book</li> <li>Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother</li> <li></li> </ul>                                                                                                                          |                                   | <ul style="list-style-type: none"> <li>Engage in extended conversations about stories and new learning</li> <li>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.</li> <li>write some or all of their name</li> </ul>                                                                                 |
| Maths                      | <ul style="list-style-type: none"> <li>Recite numbers past 5</li> <li>Fast recognition of up to 3 objects without having to count</li> <li>Say one number for each item in order</li> <li>Select shapes appropriately</li> </ul>                                                                                                                                                                                  |                           | <ul style="list-style-type: none"> <li>Know that the last number reached when counting a small set of objects, telling you how many there are in total (cardinal Principle)</li> <li>Talk about and explore 2D shapes</li> <li>Understanding prepositions</li> <li>Describe a familiar route</li> <li>Extend and create an ABAB pattern</li> </ul>                                                                         |                                   | <ul style="list-style-type: none"> <li>To experiment with own symbols and marks as well as numerals</li> <li>Notice and correct an error in a repeating patterns</li> <li>Describe a familiar route.</li> <li>Discuss routes and locations, using words like 'in front of' and 'behind'.</li> </ul>                                                                                                                              |
| Understanding the World    | <ul style="list-style-type: none"> <li>Talk about what they see using a wide range of vocab</li> <li>Begin to make sense of their own life story and history</li> <li>Begin to develop positive attitudes about the differences in people</li> <li>Use all of their senses in hands on exploration of natural materials</li> <li></li> </ul>                                                                      |                           | <ul style="list-style-type: none"> <li>Understand the key features of a life cycle</li> <li>Explore collections of materials with similar/different properties</li> <li>Talk about materials and changes they notice (ice, seasons, houses/homes, animals/habitats)</li> <li>Begin to understand the need to care for and show respect for the natural environment and all living things.</li> </ul>                       |                                   | <ul style="list-style-type: none"> <li>Plant seeds and care for living plants</li> <li>Show interest in different occupations</li> <li>Continue developing positive attitudes about the differences between people</li> <li></li> </ul>                                                                                                                                                                                          |

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| <b>Expressive Art and Design</b>                    | <ul style="list-style-type: none"><li>• Draw with increasing complexity and detail, such as faces</li><li>• Explore colour mixing</li><li>• Begin to show different emotions in their drawings such as happiness, sadness and fear</li><li>• Remember and sing songs</li><li>• Begin to take part in simple pretend play such as the home cornere</li><li>• </li></ul> | <ul style="list-style-type: none"><li>• Explore different materials freely to develop their ideas about how to use them and what to make</li><li>• Use drawings to represent ideas like movement and loud noises</li><li>• Make imaginative small worlds</li><li>• </li></ul> | <ul style="list-style-type: none"><li>• Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.</li><li>• Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park.</li><li>• Remember and sing entire songs.</li><li>• Sing the pitch of a tone sung by another person (‘pitch match’).</li><li>• Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</li><li>• Create their own songs or improvise a song around one they know</li></ul> |
| <b>Diversity, Equality, Inclusion and Belonging</b> | <ul style="list-style-type: none"><li>• Learning that the make up of families can be different (same sex marriage, blended families etc)</li><li>• Differnet ethnicities and heritage (what makes me special)</li><li>• Challenge gender stereotypes</li><li>• Black history month</li></ul>                                                                           |                                                                                                                                                                                                                                                                               | <ul style="list-style-type: none"><li>• Explore gender roles in the wider community and gender stereotypes</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |