



Curriculum Overview for: Waterloo Class Academic Year 2022_23

Subject	Autumn	Spring	Summer
Overarching Themes*	Autumn / Winter (Animals/Feelings)	Winter / Spring (Lifecycle / The World)	Summer (Fairy Tales)
Literacy	<p>Autumn 1 Class Text: “Owl Babies” by Martin Waddell. Story structure, setting & characters. (Non- Fiction) ‘Information about nocturnal animals.</p> <p>Autumn 2 Class Text: “The Gruffalo” by Julia Donaldson Description of a Gruffalo (Non – Fiction) Book review – Forming an opinion</p> <p>The owl who was afraid of the dark Room on a Broom by Julia Donaldson We’re all Going on a Lion Hunt by David Axtell Brown Bear, Brown Bear What Do You See? By Bill Martin Polar Bear, Polar Bear, What Do You Hear? By Bill Martin</p> <p>RECEPTION - Sounds ~Write (Units 1-5) CVC words</p> <p>Units:</p>	<p>Spring 1 Class Text: ‘The Tiger Who Came to Tea’ by Judith Kerr Story structure, setting & characters (Non-Fiction) Instructions – manners for the tiger.</p> <p>Spring 2 Class Text: “The Hungry Caterpillar” By Eric Carle Retell of story Writing days of the week (Non-Fiction) Are all caterpillars the same?</p> <p>A Squash & a Squeeze by Julia Donaldson Mr Gumpy’s Outing by John Burningham The Tiger Who Came to Tea by Judith Kerr We all Went on Safari by Laurie Krebs The Three Billy Goats Gruff The Three Little Pigs</p> <p>RECEPTION - Sound s~ Write (Units 1-7) CVC words</p> <p>Units:</p>	<p>Summer 1 Class Text: “The Three Little Pigs” & Other fairy tales Oral Blending and Segmenting. (non- fiction) Writing a list</p> <p>Summer 2 Class Text: “We are going on a Bear Hunt” By Michael Rosen Poetic/descriptive language</p> <p>Titch by Pat Hutchins Mr Big by Ed Vere My World, Your World by Melanie Walsh Pumpkin Soup by Helen Cooper The Snail & the Whale by Julia Donaldson Splash – Anna Hibiscus by Atinuke</p> <p>RECEPTION - Sounds ~Write (Units 1-9) CVC words Units: 6: jwz 7: x, y, ff, ll, zz 8 VCC and CVCC words “and, ant, best, desk” 9. CCVCC words and CCCVC words</p>
Complimentary Texts			

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	<p>1: aimst 2: npo 3:bcgh 4:dfve High Frequency Words: is, a, the, l, for, of, are, was, or Write own name Recognise sounds To read CVC words Practise writing and reading simple words – extend by reading and understanding captions Talk though ideas and share them with others</p> <p>KS1/KS2 Units 11 –14 Revising reading and writing CVC sentences & CVCC sentences.</p>	<p>1: aimst 2: npo 3:bcgh 4:dfve 5:klru 6: jwz 7: x, y, ff, ll, zz High Frequency Words: is, a, the, l, for, of, are, was, or Write own name Recognise sounds To read CVC words Practise writing and reading simple words – extend by reading and understanding captions Talk though ideas and share them with others</p>	<p>All sounds from previous units Unit 10: Spelling structure complexity: CVCC, CCVC, CCVCC, CCCVC High Frequency Words: come, some, to, Write a sentence Remember sentence rules – Capital letters, full stops, finger spaces and checking it makes sense.</p> <p>Sounds ~Write Units 11-Bridging Unit 11: sh, ch, th, ck, wh, ng, q and u High Frequency Words: there, their, these, what, where and who Use and apply phonics confidently within reading and writing Apply phonic knowledge in both reading and writing Read, understand and talk about books relating to individual needs</p>
Maths	<p style="text-align: center;">ASSESSMENT</p> <p>Building confident understanding of number to 5 and 10, including the composition of each number. Counting with 1.1 correspondence</p> <p>Fast recognition of up to 3 objects, without having to count them individually ('subitising') Say one number for each item in order: 1,2,3,4,5.</p> <p>Know that the last number reached with counting a small set of objects tells you how many there are in total ('cardinal principle'). Begin to understand how many are left when joining in with number rhymes. Adding one more One less</p>	<p>Begin - Maths No Problem (Y1/Y2) Grouping – equal and unequal groups and sharing quantities evenly. Talk about and explore 2D & 3D shapes using informal and mathematical language: 'sides', 'corners', 'straight', 'flat', 'round'. Grouping and selecting shapes appropriately; flat surfaces for building, a triangular prism for a roof etc. Begin to understand how many are left when joining in with number rhymes. Can copy an ABAB pattern using everyday objects: pine cones, leaves, stones etc. Can name the pattern. Sorting – organise and categorise objects identifying those that are the same / different. Understand position through words alone, e.g. 'The bag is under the table'.</p>	<p>Maths No Problem (Y1/Y2) Make comparisons between objects relating to size, length, weight and capacity. Recite numbers in order to 10 and subitise to 3 with both objects and representations. Recognises numerals to 5 and match these to amounts, e.g., showing the right number of objects to match the numeral, up to 5. Have an understanding of numbers to 5 and knows that the amounts stay the same however they are arranged. Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same. Begin to have an understanding of number in order to solve practical problems in play and meaningful activities.</p>

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		<p>Together – ‘Teamwork Toucans’ Respect – Begin to have an awareness of the needs of others.</p>	<p>Aspirations – ‘Proud Peacock’</p>
<p>Communication & Language</p>	<p>Following simple instructions Develop listening skills Developing understanding of language Develop music skills</p>	<p>Focus and maintain attention Use more complex vocabulary Speaking in full sentences Listens to others one to one or in small groups Listens to stories with increasing attention and recall Focus attention for longer periods of time Develop music skills</p>	<p>Listen and respond to comments, questions or actions To express themselves effectively, showing awareness of listeners’ needs. To develop their own narratives and explanations by connecting ideas or events. Develop music skills</p>
<p>Understanding the World Knowledge and Understanding – Science</p> <p>Understanding the World Knowledge and Understanding – History/Geography/ R.E</p>	<p>Plants Explore the natural world around them, including school building and forest school. making observations and drawing pictures of Observes & talks about the changes in the Weather (Seasons) Working Scientifically Making Predictions Using equipment Explores and talks about forces (Push and Pull).</p> <p>Which season is your favourite? Learning about the four seasons and how these relate to the</p>	<p>Animals and Humans Life cycles & changes as we grow. Sequence animals by size and name, explaining who they are (baby, toddler, child, teenager, adult, elderly) Plants seeds and cares for growing plants with support. Begins to talk about the life cycle of plants e.g., sunflower and animals e.g., butterfly / frog. Talk about the differences between materials and changes they notice.</p> <p>Where do our favourite animals live? Learning to identify and name ALL seven continents of the world and animals that live there. (Geography) Sequence family members by size and name, explaining who they are (baby, toddler, child, teenager, adult, elderly) What is a timeline? (Link to &</p>	<p>Weather (Seasons) Working Scientifically Making Predictions Using equipment Explores and talks about forces (Push and Pull).</p> <p>Where do we live? Understanding and recognising the difference between physical and human features of our local area and investigating our local area using maps. Learning to identify and name the four countries and capital cities of the United Kingdom. (Geography) Which Queen is the greatest? Looking at what a king and queen is. Link Geography learning from previous half term. Locating local area (Hampton court palace – King Henry) (History)</p>

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	<p>months of the year. Investigating weather patterns over a week and identifying hot and cold parts of the world</p> <p>(Geography)</p> <p>Celebrating other cultures</p> <p>Diwali & Christmas</p> <p>(History/R.E)</p> <p>Other areas to explore</p> <p>Can identify suitable clothes to wear depending on the weather / season.</p> <p>Begins to understand the need to respect and care for the natural environment and all living things with support.</p> <p>Shares the enjoyment of celebration and talk about celebrations of special occasions in their own lives, in those of others significant to them and in religious communities.</p>	<p>months of the year and my birthday.)</p> <p>(History/PSED)</p> <p>Other areas to explore</p> <p>Knows some key features of other homes.</p> <p>Knows that there are different countries in the world.</p> <p>Talk about how life may be different for other children.</p> <p>Shows an interest in different occupations (nurse, doctor, police, fire) and talks about a wider range (electrician, plumber etc)</p> <p>What makes an object special, including religious artefacts and begin to say why.</p> <p>Understands that some places are special to different people and describes some features of a special place.</p> <p>Talk about who they are and who they live with, including any pets that they might have.</p> <p>Briefly talks about some members of their family.</p>	<p>Other areas to explore</p> <p>Talk about local environments (their road, the park, library, West Molesey, river Thames).</p> <p>Talk about what they see in their own environment (school/home) using a wide vocabulary.</p> <p>Develops respect for their own cultures and beliefs, and those of other people</p> <p>Remembers and talks about significant events in their own experience</p> <p>Understands that the world is a place of wonder and shows that they can care for the world around them.</p>
Art and Design	<p>Safely use and explore a variety of materials.</p> <p>Makes marks; draws circles and lines.</p> <p>Use pre-made paints and name colours.</p> <p>Hold a paintbrush in the palm of hand.</p> <p>Use glue spatulas with support.</p> <p>Use their voices expressively and creatively by Singing songs and speaking chants and rhymes.</p>	<p>Draws things that they observe.</p> <p>Print with small / large blocks and sponges.</p> <p>Explores materials & how to use them with support.</p> <p>Use their voices expressively and creatively by Singing songs and speaking chants and rhymes.</p>	<p>Draws simple things from memory.</p> <p>Enjoys using hands, feet and fingers to paint.</p> <p>Develop own ideas & decide which materials to use to express them.</p> <p>Explore colour and how colours can be changed.</p> <p>Use their voices expressively and creatively by Singing songs and speaking chants and rhymes.</p>
Music			
Physical Development	<p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>Learning a tripod grip</p>	<p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>Learning a tripod grip</p>	<p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>Learning a tripod grip</p>

Subject	Autumn	Spring	Summer
	Learning to wipe bottom Learning to dress myself Learning to form letters Learning to hold and cut scissors.	Learning to wipe bottom Learning to dress myself Learning to form letters Learning to hold and cut scissors.	Learning to wipe bottom Learning to dress myself Learning to form letters Learning to hold and cut scissors.

*Themes / Topics will also be taken from observations and children's interests.