



**Excellence
Resilience
Confidence
Respect**

Phase 1 Intent:

We have designed our curriculum to be exciting, engaging and motivational in order to promote deeper levels of thinking and learning, but also with the particular strengths and needs of the children at Lawn. We are committed to holistic learning to enable children to have the opportunity to develop in all areas. Children will have the chance to be creative, physically active and academically challenged. All aspects of our curriculum require EYFS practitioners to be flexible and to take account of our children's interests, alongside the explicit teaching of 'concepts' and our curricular goals. Our curriculum is based upon a 'progress model; when we are building on children's interests, we are planning to broaden or deepen those interests. For example, our cycle of 'quality texts' begins with very simple, repetitive texts, which over time, children progress onto texts with more complex vocabulary and concepts.

[illegible]

Mathematics (White Rose)	<p>Phase 1: Just like Me!</p> <p>Matching, sorting and comparing Comparing size, mass and capacity Repeating patterns</p>	<p>Phase 2: It's me 123!</p> <p>Representing 1,2,3 Comparing 1,2,3 Composition of 1,2,3 Circles and triangles Positional language</p> <p>Phase 3: Light and Dark</p> <p>Numbers to 5 One more, one less Shapes Measure</p>	<p>Phase 4: Alive in 5!</p> <p>Introducing 0 Comparing numbers to 5 Composition of 4 and 5 Compare mass Compare capacity</p> <p>Phase 5: Growing 6,7,8</p> <p>6,7,8 Making Pairs Combining 2 groups Length and Height</p>	<p>Phase 5: Growing 6,7,8</p> <p>Time</p> <p>Phase 6: Building 9 & 10</p> <p>9 & 10 Comparing numbers to 10 Bonds to 10 3D shape Pattern</p>	<p>Phase 7: To 20 & beyond</p> <p>Building numbers beyond 10 Counting patterns beyond 10 Spatial reasoning</p> <p>Phase 8: first, then & now</p> <p>Adding more Taking away Spatial reasoning</p>	<p>Phase 9: Find my Pattern</p> <p>Doubling Sharing & grouping Even & odd Spatial reasoning</p> <p>Phase 10: On the Move</p> <p>Deepening understanding Patterns & relationships Spatial reasoning</p>
Understanding the World	<p>Talk about members of their immediate family and community.</p> <ul style="list-style-type: none"> Name and describe people who are familiar to them. <p>- describe their friends and family using photographs to help them.</p> <ul style="list-style-type: none"> talk about how their friends and family are same and different. compare themselves to characters in books <p>Diwali</p>	<p>making shadows with puppets hunt for artificial light Draw information from a simple map- story map and map to post box</p> <p>Animals hibernating</p> <p>Bonfire night- Guy Fawkes</p>	<p>Comparing environments (uk and Antarctica) Penguins and their life cycle Exploring the lives of famous past scientists, including Ernest Shackleton Observations of birds (big bird watch)</p> <p>TAPS- frozen balloons</p>	<p>Observations of plants (growing book)</p> <p>Children to identify different plants e.g. trees, bushes, flowers, vegetables, herbs) and minibests they find</p> <p>Jack and the Beanstalk (now and then)</p> <p>map to the woods</p> <p>celebrate Eid (food, clothing, music)</p>	<p>Identify animals in the ocean</p> <p>Boats now and then Pirates in the past</p>	<p>Encourage children to name and describe animals that live in different habitats</p> <p>Animal facts</p> <p>Maps</p>
Physical Development	<p>Further develop the skills they need to manage the school day successfully (lining up, lunchtimes, personal hygiene)</p> <p>Develop fine motor skills- holding a pencil accurately and scissors</p>	<p>Revise and refine the fundamental skills from nursery (rolling, crawling, walking, jumping, skipping)</p> <p>Continue to develop fine motor skills</p>	<p>Combine different movements with ease and fluency</p> <p>Confidently use a range of apparatus indoors and outdoors in a group</p>	<p>Know and Talk about the different factors That support overall health (regular exercise, eating healthily, toothbrushing)</p>	<p>Develop the fundamental skills (throwing, catching, batting, aiming)</p> <p>Develop the foundations of a handwriting style which is accurate.</p>	<p>Revise and refine the fundamental skills from (throwing, catching, batting, aiming)</p>
	Dance	Gym	Gym	Target Games	Games	Athletics/ Sports Day

Expressive Arts and Design	<p>Develop storylines in their pretend play.</p> <p>Colour (painting, ink, dye, textiles, pencils, crayon, pastels)</p>	<p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Drawing (pencil, charcoal, inks, chalk, pastels, ICT software)</p>	<p>Return to previous ideas and learning, developing ability to represent them</p> <p>Texture (textiles, sand, plaster, stone)</p>	<p>Listen attentively, move to and talk about music, expressing their feelings</p> <p>Printing (found materials, fruit/veg, wood blocks, press print, lino, string)</p>	<p>Create collaboratively sharing ideas, resources and skills</p> <p>Modelling (range of modelling resources)</p>	<p>Observe and talk about dance and performance art, expressing their feelings</p> <p>Form (3D work, clay, dough, boxes, wire, paper sculpture, mod roc)</p>	
	PSE D & JIGS AW PPA	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
	Enrichment Opportunities	<p>Police</p> <p>Firefighters</p>	<p>Diwali</p> <p>World Nursery Rhyme Week</p> <p>Nativity</p> <p>Lawn woods</p>	<p>Big School’s Bird Watch</p> <p>National Storytelling Week</p> <p>Lunar New Year</p> <p>Pancake Day</p> <p>Valentine’s Day</p>	<p>March World Book Day</p> <p>Mother’s Day</p> <p>Easter</p> <p>Jungle Jonathan visit</p> <p>Lawn woods</p>		<p>National Ocean’s Day</p> <p>Father’s Day</p> <p>Cotswold Wildlife Park Visit</p> <p>Lawn woods</p>