





FRAMEWORK OF THE INTENDED TEACHING/LEARNING PROGRAMME - YEAR GROUP R 2024- 2025

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.

SUBJECT	TERM 1 7 ½ weeks	TERM 2 7 weeks	TERM 3 6 weeks	TERM 4 6 weeks	TERM 5 5 weeks	TERM 6 8 weeks
Basic Concepts	anxious/ excited	dark /light	Wide/ Narrow	taller/ shorter	Early/ Later	Same/ different
Themes	Special Me	Colour, Light and Sound	Explorers	The Natural World	The Deep Blue	Animals
Suggested texts						
Sub-themes	Themselves, Families now and then, houses now and then, jobs now and then, being healthy and safe (food, hygiene, exercise)	Shadows, light and dark, natural and artificial light Christmas now and then, maps	Penguins, Antarctica, explorers now and then (clothing etc)	Observations of plants, growing plants	Ocean animals, recycling/looking after the environment, boats then and now, bouyancy, pirates	
Literacy, comprehension, word	Labelling pictures	Letters to Santa (post in post box)	Postcard	Growing booklet	Story	Fact books

reading, writing						
Mathematics (White Rose)	Phase 1: Just like Me! Matching, sorting and comparing Comparing size, mass and capacity Repeating patterns	Phase 2: It's me 123! Representing 1,2,3 Comparing 1,2,3 Composition of 1,2,3 Circles and triangles Positional language Phase 3: Light and Dark Numbers to 5 One more, one less Shapes Measure	Phase 4: Alive in 5! Introducing 0 Comparing numbers to 5 Composition of 4 and 5 Compare mass Compare capacity Phase 5: Growing 6,7,8 6,7,8 Making Pairs Combining 2 groups Length and Height	Phase 5: Growing 6,7,8 Time Phase 6: Building 9 & 10 9 & 10 Comparing numbers to 10 Bonds to 10 3D shape Pattern	Phase 7: To 20 & beyond Building numbers beyond 10 Counting patterns beyond 10 Spatial reasoning Phase 8: first, then & now Adding more Taking away Spatial reasoning	Phase 9: Find my Pattern Doubling Sharing & grouping Even & odd Spatial reasoning Phase 10: On the Move Deepening understanding Patterns & relationships Spatial reasoning
Understanding the World	Talk about members of their immediate family and community. • Name and describe people who are familiar to them. - describe their friends and family using photographs to help them. • talk about how their friends and family are same and different. • compare themselves to characters in books Diwali	making shadows with puppets hunt for artificial light Draw information from a simple map- story map and map to post box Animals hibernating Bonfire night- Guy Fawkes	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) TAPS- frozen balloons	Observations of plants (growing book) Children to identify different plants e.g. trees, bushes, flowers, vegetables, herbs) and minibeasts they find map to the woods celebrate Eid (food, clothing, music)	Identify animals in the ocean Boats now and then Pirates in the past	Encourage children to name and describe animals that live in different habitats Animal facts Maps

Physical Development †	Further develop the skills they need to manage the school day successfully (lining up, lunchtimes, personal hygiene) Develop fine motor skills- holding a pencil accurately and scissors	Revise and refine the fundamental skills from nursery (rolling, crawling, walking, jumping, skipping) Continue to develop fine motor skills	Combine different movements with ease and fluency	Confidently use a range of apparatus indoors and outdoors in a group Know and Talk about the different factors That support overall health (regular exercise, eating healthily, toothbrushing)	Develop the fundamental skills (throwing, catching, batting, aiming) Develop the foundations of a handwriting style which is accurate.	Revise and refine the fundamental skills from (throwing, catching, batting, aiming)
	Dance	Gym	Gym	Target Games	Games	Athletics/ Sports Day
Expressive Arts and Design	Develop storylines in their pretend play. Colour (painting, ink, dye, textiles, pencils, crayon, pastels)	Sing in a group or on their own, increasingly matching the pitch and following the melody. Drawing (pencil, charcoal, inks, chalk, pastels, ICT software)	Return to previous ideas and learning, developing ability to represent them Texture (textiles, sand, plaster, stone)	Listen attentively, move to and talk about music, expressing their feelings Printing (found materials, fruit/veg, wood blocks, press print, lino, string)	Create collaboratively sharing ideas, resources and skills Modelling (range of modelling resources)	Observe and talk about dance and performance art, expressing their feelings Form (3D work, clay, dough, boxes, wire, paper sculpture, mod roc)
PSED & JIGSAW PPA	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Enrichment Opportunities	Police Firefighters	Diwali World Nursery Rhyme Week Nativity Lawn woods	Big School's Bird Watch National Storytelling Week Lunar New Year Pancake Day Valentine's Day	March World Book Day Mother's Day Easter Jungle Jonathan visit Lawn woods		National Ocean's Day Father's Day Cotswold Wildlife Park Visit Lawn woods

