



**Great Gaddesden Cof E (VA) Primary School**  
**Curriculum overview for academic year 2020 - 2021**

|      | Term  | Areas of Learning |   |  |   |   |  |   |  |   |
|------|---|-------------------|---|--|---|---|--|---|--|---|
|      |   | Topic             | Communication and Language/ Literacy                      | Personal, Social, Emotional Development  | Physical Development  | Maths   | Understanding the world  | Expressive Arts & Design inc music  | RE   |   |
|      |   |                   |   |  |   |   |  |   |  |   |
| EYFS | Autumn  | 1                 | All About Me<br><br>Harvest                               | Maintaining attention, concentration and listening in a range of situations<br><br>Imagining and creating roles<br><br>Can hear and recognise simple rhymes<br><br>Identifying and discriminating environmental sounds<br><br>Ascribes meaning to marks as they're created | Able to express own needs and wants to a familiar adult<br><br>Confident to articulate what they can and can't do<br><br>Partaking in turn-taking activities and tolerating delay when needs are not met<br><br>Understanding and following classroom routines and boundaries | Moving freely, exploring different ways of moving<br><br>Negotiating space successfully to facilitate play  | Matching and sorting by colour, size and shapes<br><br>Making comparisons of size and quantity<br><br>Can name and label common 2d shapes<br><br>Exploring pattern   | Noticing signs of Autumn<br><br>Differences between ourselves and others  | Recite 2 nursery rhymes<br><br>Imagining and creating roles  | Understanding why we celebrate Harvest festival   |
|      | Key texts:-<br>Lulu's First Day<br><br>The Name Jar<br><br>The Colour Monster<br><br>Little Red Hen<br><br>Pumpkin Soup | 2                 | Autumn<br><br>Festivals and Celebrations<br><br>Christmas | Listening to stories and anticipating key events<br><br>Imagining and creating roles sticking to a main theme<br><br>Using initial sounds for writing<br><br>Linking taught sounds to letters within the environment<br><br>Blend and segment simple CVC words             | Confidently recognising emotions and understanding strategies to self-regulating<br><br>Adjusting behaviour to suit a range of situations   | Catches a large ball during a turn-taking game<br><br>Can use scissors and is beginning to use a pencil using appropriate grip<br><br>Travels with confidence around the outdoor space using the climbing equipment<br><br>Reception: showing preference for a dominant hand<br><br>Recognises and addresses need to go to the toilet | Identifying representations of 1,2,3<br><br>Counting up to three objects in different arrangement<br><br>Exploring and noticing the different compositions of 2 and 3<br><br>Counting and subsisting numbers to 5<br><br>Matching number names to numerals and quantities to 5<br><br>Using the language of one more and one less<br><br>Uses simple | Noticing signs of Autumn using the senses<br><br>Beginning to understand the rules of using interactive whiteboard<br><br>Understanding the basic rules of keeping safe using ICT | Exploring colour and how to create secondary colours<br><br>Exploring a range of musical instruments, exploring pitch, tone and volume<br><br>Representing roles through role play alongside peers | Recognising festivals celebrated by other cultures and religions<br><br>Understanding the importance of the Christmas story in Christianity |



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|  |          |   |  |  |  | volume-based vocabulary to describe capacity   |   |   |   |
|--|----------|---|--|--|--|--|---|---|---|
|  |          |   |  |  |  | Solving problems based upon skills taught  |   |   |   |
| <b>Spring</b><br><b>Key Texts:-</b><br><br>The Blue Penguin<br><br>Emperor's Egg<br><br>Q Pootle 5<br><br>The Marvellous Moon Map<br><br>The Smeds and the Smoos<br><br>Owl Babies<br><br>Dear Zoo<br><br>Giraffes Can't Dance | <b>1</b> | Winter<br><br><br><br><br><br><br><br><br><br>Space | Begin to ask questions or create actions<br><br><br>Following verbal instructions with multiple commands<br><br><br><br>Role to play to include vocabulary that has been explicitly taught<br><br><br>Creating simple rhymes<br><br><br>Own name is clearly eligible<br><br><br>Beginning to read words and simple sentences | Being familiar with routines and is confident to complete adult-directed activities<br><br><br><br><br><br><br>Communicating freely with peers and familiar adults during play and large group sessions<br><br><br><br>Recognising why they like some things more than others<br><br><br><br>Negotiating and solving problem | Forms recognisable letters whilst holding pen correctly/controls a mark-making tool for a desired purpose<br><br><br><br><br><br><br>Climbing over, under and through climbing equipment in the outdoor space<br><br><br><br>Confidently zip and unzip coat before entering outdoor environment when appropriate | Understanding the composition of 4 and 5<br><br>Comparing mass<br><br>Representing 6,7 and 8 in a variety of ways<br><br><br>Counting out a required number from a larger number<br><br><br>Identifying objects by position<br><br><br>Noticing 2d shapes in the environment<br><br><br>Ordering and sequencing important times in the day | Noticing and commenting on the changes to the immediate environment<br><br><br><br><br><br><br>Identifying Earth within the Solar System and confidently describing the sun and moon              | Role to play to include vocabulary that has been explicitly taught with peers<br><br><br><br><br><br><br>Manipulating materials to introduce a story into their play<br><br><br><br>Using a range of household materials to stamp and create patterns | Recognising festivals celebrated by other cultures and religions<br><br><br><br>Understanding the significance of Lent in the Christian faith |
|  | <b>2</b> | Animals<br><br><br><br><br><br><br>Spring           | Listening and responding appropriately to others during play<br><br><br>Following a story without pictures or props<br><br><br>Reading and understanding simple sentences based upon phonic knowledge  | Identifying reasons for peers emotional well-being   | Showing increasing control when using tools and objects<br><br><br>Supporting peers to fasten and unfasten coats   | Representing and arranging 9 and 10 in a variety of ways and understanding that the number stays the same<br><br><br>Subitising numbers to 10<br><br>Comparing and ordering numbers to 10<br><br>Exploring number bonds to 10 using a variety of resources   | Recognises and confidently talks about the signs of Spring<br><br><br>Talking about the differences between animals from different parts of the world<br><br><br>Understanding the basic rules of | Exploring a variety of dance styles and uses our body to represent them<br><br><br>Exploring how sounds around made, and creating our own   | Understanding the significance of the Easter story in Christianity  |



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|--|----------|---|--|--|--|--|--|--|---|
|  |          |   | Writing and mark-making labels and captions  |  |  | Uses natural objects to recognise and create patterns  | keeping safe using ICT   |  |   |
|  |          |   |  |  |  | Solving problems based upon skills taught  |  |  |   |
| <b>Summer</b><br><b>Key Texts:-</b><br><br>The Growing Story<br>The Very Hungry Caterpillar<br><br>Mrs Noah's Garden<br><br>Jack and the Beanstalk<br><br>Goldilocks and the 3 Bears | <b>1</b> | Growing and Changes<br><br>Traditional Tales  | How and why questions<br><br>Past, present and future<br><br>Innovating their own stories<br><br>Writing words and simple sentences<br><br>Initial grammar rules<br><br>Independent reading of pitch appropriate texts<br><br>Whole class shared reading of traditional tales<br><br>Literacy recovery programme | Becoming independent learners by selecting and choosing resources to enhance their play<br><br>During play and adult-led activities can say when they do or don't need help<br><br>Confidence with emotional literacy to articulate feelings of others<br><br>Preparing children to be equipped for next stage of learning | Handling small tools including pencils safely for their desired purpose<br><br>Challenges themselves without direct supervision whilst applying safety measures  | Building and identifying numbers to 20.<br><br>Recognising that numbers 1-9 repeat after each full 10<br><br>Beginning to use the vocabulary involved in adding and subtracting<br><br>Naming and labeling common 3d shapes<br><br>Using non-standardised forms of measuring confidently<br><br>Beginning to use language related to length and height | Identifying past and present events in their own lives<br><br>Understanding key ingredients for healthy growing and recognising changes over time<br><br>Operating simple apps for a desired purpose<br><br>Operating simple programmable toys | Using body to represent a variety of movements in time to music<br><br>Exploring mixing colours for a desired purpose<br><br>Selecting appropriate resources to suit individual project<br><br>Initiating role play with peers based upon school-based learning and wider experiences<br><br>Constructing with a purpose in mind | Exploring and discussing the similarities and differences between Christianity and Buddhism |
|  | <b>2</b> | Summer<br><br>Transition<br><br>All topics are subject to change based on children's interests and areas of development | Literacy recovery programme<br><br>Writing and mark-making opportunities in a variety of contexts<br><br>Confidence in answering questions on texts that have been read<br><br>Writing words and simple sentences with some words spelt correctly and some irregular common                                      |  | Being able to coordinate arms and legs to catch a small ball, run and climb<br><br>Understanding the importance of a healthy diet and how to keep themselves<br><br>Independently remove shoes and socks | Problem solving by doubling, halving, sharing and grouping<br><br>Recognising even and odd number patterns<br><br>Begins to use standardised forms of measuring<br><br>Solving problems based upon skills taught   | Knowing what makes them the same and different to others<br><br>Recognising festivals celebrated by other cultures and religions<br><br>Talking about the impact of changes in the future and how to manage these                              | Recite a number of 5 nursery rhymes<br><br>Using role play as an outlet to express emotions and feelings   | Listening to and being able to talk about different Bible stories                           |