



Yearly Curriculum Plan

Our Curriculum Intent

Through our curriculum, we will provide all children with opportunities and experiences which develop their skills for life. We aim to develop the whole child through the teaching, learning, relationships and environment we offer. We will support children to develop their own personalities, talents and abilities. The majority of our teaching will be play-based.

Implementing Our Curriculum – the Yearly Plan

This plan sets out how we propose to cover each of the seven areas of learning across the academic year. The plan will be varied by the needs of each cohort of children. Our half-termly curriculum planning provides more detail on how we adapt and implement the curriculum plan, reflecting the needs and interests of the children. Similarly, the weekly key-person plans provide more detail on how each individual child's learning needs will be met that week.

Personal, Social and Emotional Development			
Term	Autumn Term	Spring Term	Summer Term
What we teach ¹	Self confidence Managing routines and boundaries Being friendly to others & adults	Extending confidence and developing independence Waiting for needs to be met; asking for help Playing with others	Adapting to new situations (outing, graduation, sports day) Independence in select their own resources, activities, equipment etc Accept/understand the effects of actions on others
All terms	Feelings Sharing and taking turns Self-confidence and independence	Managing and moderating behaviour	
Communication and Language			
Term	Autumn Term	Spring Term	Summer Term
What we teach	Use of objects, tools Attention one to one and small group Concepts 'where is..?', 'who is..?' and 'what is...?' Simple positional words	Concepts: who, what, where, why, how; maybe, what if and I wonder..? Sequencing and retelling familiar stories and events	More complex instructions Instructions about activities/objects not seen
All terms:	Expressing yourself – thoughts, feelings, preferences, ideas Vocabulary – topic based; and expressing myself Developing play as the basis of language and communication		
Physical Development			
Term	Autumn Term	Spring Term	Summer Term
What we teach	Gross motor: running, changing direction, speed, stopping, climbing, jumping, balancing on one foot. Catching, throwing, kicking	Gross motor: hopping, catching, patting, pushing Mark making – making marks in different directions and different shapes	Extending gross motor skills – sports day Managing my own clothing Writing my name

¹ What we teach: Each column is not exclusive, and teaching will reflect children's needs as set out in our half termly planning. Each term builds on the teaching/learning from the previous term(s) as children consolidate and deepen the skills they are learning. Children at different stages of learning will have their needs met individually by their key person, as planned out in our weekly planning sheet

	Fine motor: using pencil, scissors, tools, turning pages Developing confidence and independence: washing hands, clothing, healthy food choices	The effect of exercise on my body Healthy eating/keeping healthy	Keeping safe
All terms	Increasing independence in self-care (toileting, handwashing, clothing etc) Increasing fine motor control		
Literacy (Reading and Writing)			
	Autumn Term	Spring Term	Summer Term
What we teach	Attention in small groups Rhythm and rhyme - singing new and familiar songs and nursery rhymes Books and story: familiar stories; introducing new books and stories Fine motor control using pens, pencils, scissors and tools. Making purposeful marks. Name in print	Books and story: recall, retell, extend, interpret familiar stories Rhythm and rhyme – nursery rhymes, sounds in words Writing first letter of our name/making purposeful marks Introducing the alphabet – linked to letters of name/family members	Rhythm and rhyme – nursery rhymes and making our own rhymes with different words Exploring sounds at the beginning of words and in words. Writing letters of name The alphabet – letters and sounds in name, family names, simple (cvc) words
All terms	Exploring seasonal stories Exploring seasonal songs Sounds around us		
Mathematics			
	Autumn Term	Spring Term	Summer Term
What we teach	Numbers all around us Sorting and organising Everyday shapes in pictures and the environment Joining, linking and balancing shapes Simple positional words Size and measures – big/small; long/short; heavy/light Time – now and next; Pre-school schedule; days of the week	Changing and comparing quantities Sequencing and patterns Time – looking at clocks and thinking about time passing Using and changing shapes Changing size and measures Money – simple concepts	Representing numbers using marks, fingers etc Time (including yesterday, today, tomorrow, next week etc.) Money - quantities Comparative measures 3D shapes and more complex everyday shapes (oval, hexagon etc)
All terms:	Counting 1-10 and recognising printed numerals Number songs; days of the week song Number/shape stories and books Puzzles – problem solving		

Understanding the World			
	Autumn Term	Spring Term	Summer Term
What we teach ²	<p>All about me (<i>settling in, 1st half</i>)</p> <p>Seasons (Autumn)</p> <p>Different cultures</p> <p>Festivals³: Christmas, Diwali, Hannukah, St Andrew's Day)</p> <p>ICT: turning on and off</p>	<p><i>1st half</i>: Winter</p> <p>Festivals: Chinese New Year, Pancake Day, St Patrick's Day, Holi</p> <p>Different occupations</p> <p><i>2nd half</i>: Spring; lifecycles, baby animals, new growth, change over time</p> <p>Festivals: Mother's Day, Easter, Eid, St David's Day</p>	<p>Summer</p> <p>Festivals: Eid, St George's Day</p> <p>Animals and the environment</p> <p>Different worlds (space, imaginary worlds etc)</p> <p><i>2nd half(transition)</i>: my new school/setting</p>
All terms:	ICT: Interacting with age-appropriate programme The weather today		
Expressive Arts and Design			
	Autumn Term	Spring Term	Summer Term
What we teach	<p>Colour, shape and sensory exploration relating to Autumn</p> <p>Different/new media and materials</p> <p>Experiencing texture</p> <p>New/familiar music, song and dance</p>	<p>Colour, shape, sensory exploration relating to Winter (1st half) and Spring (2nd half)</p> <p>Making textures</p> <p>Exploring light/dark</p> <p>Making different music/sounds</p> <p>Using different tools</p>	<p>Colour, shape and sensory exploration relating to Summer</p> <p>Changing sounds</p> <p>All my senses</p>
All terms	Developing and expressing my imagination through play Sounds around us		

² Additional focus activities, planned half termly, will enhance teaching in UW and EAD.

³ Dates of festivals will vary – we will celebrate them when appropriate. Other festivals may be celebrated according to the cultural and community make up of each year's cohort