

Class 1 Curriculum 22-23

Term	Development Matters Area of focus
Autumn 1	3- 4 year olds
Autumn 2	Reception
Spring 1	Reception
Spring 2	Reception/ EGLs
Summer 1	ELGs
Summer 2	ELGs

Communication and Language- Listening, attention and understanding & Speaking		
	I am learning to:	Adult to support me to:
Autumn 1 The Colour Monster- Anna Llenas The Rainbow Fish- Marcus Pfister Poetry focus: We're going on a bear hunt- Children learn the rhyme, create their own and go on a bear hunt	- listen to longer stories and remember much of what happens- <i>Rainbow Fish story map</i> - pay attention to more than one thing at a time - use a wider range of vocabulary (to describe feelings) <i>Colour Monster- fear, calm, joyful, angry, confused. Rainbow fish- shimmering, glistening, emerged, iridescent, bubbled, playfully</i> - understand a question or instruction that has two parts- get your coat and wait at the door - sing a large repertoire of songs Nursery rhymes- <i>Wind the bobbin up, humpty dumpty, incy wincy, wheels on the bus</i> - know many rhymes, be able to talk about familiar books and tell a long story <i>Rainbow fish story, Colour Monster</i> - use longer sentences of 4- 6 words <i>Support in provision, model during inputs; The colour monster is feeling sad. Making fruit kebabs and sandwiches for the under the sea party.</i> - be able to express a point of view and debate when they disagree with adults or friends using words as well as actions <i>Introduce actions for agree and disagree. Debate ideas in RE</i> - start a conversation with an adult or friend and continue it for many turns <i>Support in provision</i> - use talk to organise themselves and their play- eg. Lets go on a bus, you sit there and I'll be the driver. <i>Role play home corner</i>	- adult to model grammar and tenses as misconceptions are frequent. Eg. Runned for ran, swimmied for swam - develop pronunciation of sounds, even though some may be difficult eg- r, j, f, ch, sh and multi-syllabic words such as pterodactyl, hippopotamus, planetarium
Autumn 2	- sing and learn a large repertoire of songs, rhymes, poems - <i>5 little speckled frogs; math links, nativity songs, nursery rhymes,</i> - ask questions to find out more and check understanding <i>Can penguins fly? What do penguins eat? Where do they live? What are webbed feet? Invite post office lady to visit us and ask questions about how she helps us</i> - learn and use new vocabulary, <i>penguin habitats, porpoising, barbed tongues, glacier, bitter cold</i> - understand how to listen carefully and why listening is important <i>Star of the week, taking the dinner register, nativity play</i>	- build sentences using new vocabulary be rephrasing what is being said in a structured way - talk about a problem together and come up with ideas for how to solves it - adult to give children problem solving words and phrases to use in their explanations such as 'so that', 'because', 'I think it is', 'you could', 'it might be'

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	- articulate ideas and thoughts into well-formed sentences Support in provision by building upon incidental talk. Eg- "Your tower is definitely the tallest I've seen all week. DO you think you can make it any higher?" - connect one idea or action to another using a range of connectives - describe events in some detail Halloween trick or treating, half term holiday plans, birthday party discussions - use talk to help work out problems and organise thinking Organise story board for We're going on a bear hunt. Links to P4C - explain how things work and why they might happen People who help us vehicles, build own vehicle with wheels and axels, blubber experiment, oily feathers, post office schema - develop social phrases e.g. "Good morning, how are you?" Taking the register, doctors role play, post office role play - engage in story times; listen to and talk about stories to build familiarity and understanding - voting station- familiar books and texts that link to topic - retell stories with exact repetition and some in their own words- Learn we're going on a bear hunt and Jolly Christmas Postman. Retell stories to Post office visitor - Engage, listen and talk about non-fiction books, develop familiarity with new vocab and knowledge- Penguin focus text, Arctic fox provision book, maps and atlas'	
Spring 1		
Spring 2		
Summer 1		
Summer 2		

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I am learning to: -talk about my feelings -show an understanding of my own feelings and feelings of those around me -form positive attachments to adults - form friendships with peers - use a wider range of vocabulary (to describe feelings) e.g. fear, calm - begin to understand 'why' questions. e.g.- why didn't they want to play with rainbow fish	Accepting needs of others Woodland team games	Speaking to others about needs, wants and interests Initiating conversation Resolving arguments	Taking turns Solving problems and arguments independently	Stop and think before acting Listening to others with interest	Getting ready for Year 1 transition Talking about change
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