



## Stramongate Curriculum Overview 23 / 24

This overview is used as a guide to allow teachers the flexibility to respond to children's' interests. The development matters document has been used to plan this overview.

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics / Interests / Lines of Enquiry	Marvellous Me / Bears / Autumn / Halloween	Bonfire Night / Armistice / Space / Diwali / Christmas Around the World	Winter / Polar Adventures / Lunar New Year / British Birds	Spring/ Kings and Queen (Royal Family)/ Book Week /Kendal Old and New / Pancake Day/ Easter/	St. George's Day / Plants / The Lake District	Minibeasts / Superheroes / Celebration and Transition
Enrichment Visits and Experiences  (Ensure library membership for every child)	Teddy Bear's Picnic	Campfire on School Grounds  Library Visit 1  Backwards Advent – Manna House	Chinese New Year Banquet  RSPB Big Schools Bird Watch	Library Visit 2 (World Book Day Tour)  Kendal Castle  'Walk Around the Block' – Key sights in Kendal.	Visit to Windermere / Rydal	Library Visit 3 (Library Challenge)  Tough Mudder  Sports Day  Visits (Superheroes – People Who Help Us)
Communication and Language 	Listen to familiar stories and begin to focus attention. Use sentences of 4-6 words.  Continuous use of stories, rhymes and songs. Adult support to extend vocabulary and model language in provision as priority.	Join in with stories and anticipate key events. Follow directions and respond to instructions.  Continuous use of stories, rhymes and songs. Adult support to extend vocabulary and model language in provision as priority.	Consider the listener and take turns in conversations. Use new vocabulary and retell a simple event in the correct order.  Continuous use of stories, rhymes and songs. Adult support to extend vocabulary and model language in provision as priority.	Begin to use more complex sentences- linking ideas using 'and, because'. Understand questions such as 'who, why, when, where and how'. Continuous use of stories, rhymes and songs. Adult support to extend vocabulary and model language in provision as priority.	Follow instructions involving several ideas or actions. Describe events in some detail.  Continuous use of stories, rhymes and songs. Adult support to extend vocabulary and model language in provision as priority.	Retell a story. Use past, present and future tenses. Listen and respond to ideas expressed by others.  Continuous use of stories, rhymes and songs. Adult support to extend vocabulary and model language in provision as priority.
Personal, Social and Emotional Development (SCARF) 	Understand classroom rules and routines. Talk about basic emotions and feelings.  SCARF Me and My Relationships	Invite others to play and join in games. Try new things. Begin to consider others feelings.  SCARF Valuing Difference	Continue to develop relationships with adults and children. Begin to understand compromise and negotiation.  SCARF Keeping Safe	Talk about own and others feelings. Become more flexible and cooperative, and wait to have needs met.  SCARF: Rights and Respect	Talk about what they are good at and would like to improve. Demonstrate resilience and perseverance when trying out a new activity.  SCARF: Being My Best	Identify own feelings and adjust behaviour where needed. Seek out a challenge. Explain how they are unique and individual.  SCARF: Growing and Changing

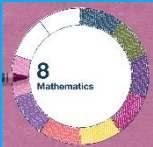

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<b>Physical Development</b>  <p><b>CONTINUOUS PROVISION:</b> Mark making materials, threading, beads, tweezer activities, play dough, scissors and glue) Fine Motor activities also provided OUTDOORS and mark making in as many areas of provision as possible.</p>	<b>Indoor Gross Motor:</b> Develop upper body and core strength for Early Writing. Whole Class games – awareness of space.	<b>Indoor Gross Motor:</b> Gymnastics – Gym in the Jungle. Basic apparatus and climbing. Diwali Dance.	<b>Indoor Gross Motor:</b> Dance. Chinese New Year Dance. Basic stop start sequence, holding a freezing position, responding to Music.	<b>Indoor Gross Motor:</b> Ball Skills – throwing. Catching, various sized balls, dribbling, target throw.	<b>Indoor Gross Motor:</b> Gymnastics – different types of rolls, exploring using the apparatus. Multi Skills.	<b>Indoor Gross Motor:</b> Develop sports day race skills. Javelins, hurdles, obstacles, team games including dishes and domes,
	<b>Fine Motor:</b> Dough Disco LW Letter Formation Manipulate objects Draw lines and circles Hold pencil beyond a whole hand grasp Begin to write name	<b>Fine Motor:</b> Develop muscle tone to increase pencil pressure onto paper Use tools Show preference for a dominant hand	<b>Fine Motor:</b> Hold pencil with a comfortable grip Form some recognisable letters with the correct formation (link to phonics) and including own name	<b>Fine Motor:</b> Begin to form more letters correctly Handle tools, objects, construction and malleable materials with increasing control	<b>Fine Motor:</b> Form all letters correctly Write name correctly	<b>Fine Motor:</b> Hold pencil with a secure tripod grip and form all letters correctly
	<b>Outdoor Gross Motor</b> DFE Bikeability Pilot – Balance Bikes, other wheeled vehicles, PE apparatus.	<b>Outdoor Gross Motor</b> DFE Bikeability Pilot – Balance Bikes, other wheeled vehicles, PE apparatus.	<b>Outdoor Gross Motor</b> DFE Bikeability Pilot – Balance Bikes, other wheeled vehicles, PE apparatus.	<b>Outdoor Gross Motor</b> DFE Bikeability Pilot – Balance Bikes, other wheeled vehicles, PE apparatus.	<b>Outdoor Gross Motor</b> DFE Bikeability Pilot – Balance Bikes, other wheeled vehicles, PE apparatus.	<b>Outdoor Gross Motor</b> DFE Bikeability Pilot – Balance Bikes, other wheeled vehicles, PE apparatus.
<b>Literacy</b> <b>PHONICS:</b> Little Wandle Letters and Sounds 	<b>Phonics:</b> Little Wandle Letters and Sounds s,a,t,p,i,n,m,d,g,o,c,k,ck,e,u,r,h,b,f,l (PHASE 2)	<b>Phonics:</b> Little Wandle Letters and Sounds ff,ll,ss,j,v,w,x,y,z,zz,qu,ch,sh,th,ng,nk (PHASE 2/3)	<b>Phonics:</b> Little Wandle Letters and Sounds ai,ee,igh,oa,oo,ar,or,ur,ow,oi,ear, air er (PHASE 3)	<b>Phonics:</b> Little Wandle Letters and Sounds Phase 4 sound revision, compound words, ing ending	<b>Phonics:</b> Little Wandle Letters and Sounds Phase 4 longer words t,ed,ending	<b>Phonics:</b> Little Wandle Letters and Sounds Phase 4 longer words, root words
	<b>Reading:</b> Blending words using the above letters. Tricky words: I,the,to Wordless Books to develop comprehension	<b>Reading:</b> Blending using the above letters and digraphs. Practise Read 3 x week Tricky Words: put, pull, full, as, and, as, his, her,go, no, to, into,she, push, he, of, we,me,be	<b>TRICKY WORDS:</b> <b>Reading:</b> Blending using digraphs and trigraphs. Practise Read 3 x week.	<b>Reading:</b> reading longer words and chunking. Phase 3 texts. Practise Read 3 x week.	<b>Reading:</b> Phase 3 texts, tricky words.	<b>Reading:</b> Phase 3 texts, tricky words.
	<b>Writing:</b> Letter formation on whiteboards, drawing and mark making	<b>Writing:</b> Letter formation, (curly caterpillar) Introduce lines and books. Write simple words applying graphemes learned. Mark making in provision.	<b>Writing:</b> Letter formation: long ladder. Develop use of lines.  Write simple words applying graphemes learned. Mark making in provision – labels, captions.	<b>Writing:</b> Letter formation: one armed robot Write a short sentence applying phonic knowledge.	<b>Writing:</b> Letter formation – zig zag monsters Write a short sentence applying Phonic knowledge.	<b>Writing:</b> Letter formation – revision. Write a short sentence applying Phonic knowledge.


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<p><b>Mathematics</b> (White Rose)</p> 	<p>Count objects, actions and sounds. Subitise</p> <p><u>Just like me:</u> Matching, sorting and comparing. Comparing amounts. Comparing size, mass and capacity. Exploring pattern.</p>	<p>Subitise up to 5. Learn its double 1 and 2, 2+1</p> <p><u>It's Me 1, 2, 3:</u> Representing, comparing and composition of 1, 2, 3. Circles and triangles. Positional language. <u>Light and Dark:</u> Representing numbers to 5. One more and one less. Shapes with 4 sides. Time.</p>	<p>Subitise up to 6 Learn its doubles to 5, 2+1, 3+2 Recall of number bonds 0-5 <u>Alive in 5!</u> Introducing zero. Comparing numbers to 5. Composition of 4 and 5. Comparing mass. Comparing capacity. <u>Growing 6, 7, 8:</u> Numbers 6, 7, 8 Making pairs. Combining two groups. Length and height. Time.</p>	<p>Subitise up to 8 Reinforce Learn its doubles to 5, 2+1, 3+2 Recall of number bonds 0-10 <u>Building 9 and 10:</u> Numbers 7, 8, 9 and 10. Comparing numbers to 10 Number bonds to 10 3D shape. Pattern.</p>	<p>Subitise up to 10 Reinforce Learn its doubles to 5, 2+1, 3+2 Recall of number bonds 0-10 <u>To 10 and beyond:</u> Building numbers beyond 10. Composition of numbers to 10 and beyond. Counting patterns beyond 10. Spatial reasoning. Match, rotate, manipulate. <u>First, then, now:</u> Adding more, taking away.</p>	<p>Subitise up to 10 Recall of number bonds 0-10 Count in 2's, 10's and 5's.</p> <p><u>Find my pattern:</u> Doubling. Sharing and grouping. Even and odd. <u>On the move:</u> Deepening understanding Pattern and relationships.</p>
<p><b>Understanding the World</b></p> 	<p><b>People and communities:</b> Talk about family, routines and people who are important, talking about house <b>The World:</b> Autumn (Muddy Morning) Bears Around the World (Real bears, fairytale bears) <b>Past and Present</b> When We Were Babies  <b>Computing:</b> Know how to move a mouse and click</p>	<p><b>People and communities.</b> Diwali celebration, Christmas celebrations. <b>Past and Present:</b> GUY FAWKES, ARMISTICE (Comment on situations and figures from the past) <b>The Natural World</b> Diwali, Space (contrasting environments)  <b>Computing:</b> Use basic functions on the class computer (mouse, click, drag). Operate a basic programme on Purple Mash / Top Marks Maths.</p>	<p><b>People and communities:</b> Researching Chinese New Year, similarities and differences.  <b>The World:</b> Polar Adventures – Recognise that some environments are different from the ones they live. Identification of British Birds (making observations) <b>Computing:</b> Know how to use the paintbrush and change the colour (2 Simple to Publish)</p>	<p><b>People and communities:</b> Royal Family (Roles of people around them), Key features of Kendal <b>Past and Present:</b> Kendal Old and New, the royal family tree. <b>The World:</b> Draw Information on a simple map (walk around the block trip) <b>Computing:</b> Continue with 2 Simple to Publish. Know how to take pictures using the IPAD (muddy morning focus)</p>	<p><b>People and communities:</b> Our local area: The Lake District <b>Past and Present:</b> St George's Day banquet <b>The World:</b> Plants topic – observations, drawing. How to grow a plant, labelling plant parts. <b>Computing:</b> Can use technology e.g., a BeeBot and begin to show spatial awareness. Use positional language i.e., under, beside, on top of etc. (Link to Mapping)</p>	<p><b>People and communities:</b> Superheroes in the community (firefighters, vets, police etc) Library Visit <b>Past and Present:</b> Talk about the people around them and their roles in society <b>The World:</b> Minibeasts identification, habitats  <b>Computing:</b> Complete a simple BeeBot program using a grid map or carpet squares. Plan a route around our local area- using children's own maps.</p>
<p><b>MUDDY MORNING EXPERIENCES</b> <b>Explore the Natural World</b></p>	<p>Understand the effect of changing seasons on the natural world around them – <b>AUTUMN Focus</b>, Leaf, Tree and Seed Identification</p>	<p>Campfire, Armistice Memorial Garden, Diwali Leaf Art, Winter Wreaths</p>	<p>Understand the effect of changing seasons on the natural world around them – <b>WINTER Focus</b>, Melting and Freezing, Evergreen and Deciduous trees, identifying and caring for birds in the Winter (ID, creating feeders)</p>	<p>Understand the effect of changing seasons on the natural world around them – <b>SPRING</b> Observational Drawings of First Signs of Spring. Sketch and then paintings of daffodils.</p>	<p>Understand the effect of changing seasons on the natural world around them – <b>SPRING Focus</b>. Signs of Spring, Life Cycle of Frogs and Pond Area,</p>	<p>Understand the effect of changing seasons on the natural world around them – <b>SUMMER Focus</b>. Minibeasts identification, bug hotels, sorting minibeasts against criteria.</p>

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<p><b>Expressive Arts and Design</b></p>  <p><b>PROVISION:</b> Painting Easel, mark making materials, workshop including junk modelling material always available daily. Also dance ribbons and streamers available on the patio. Role play area and small dolls house are continually enhanced to link with topics. Continuous - Develop storylines in pretend play – continue to enhance the role play area. Engage in imaginative play based on own ideas/ experiences.</p>	<p>MUSIC: Charanga (Develop love of nursery rhymes and songs. First instruments to move in time with the music – claves)</p> <p>SELF PORTRAIT (Update each term)</p> <p>Bear head – learning to cut and glue shapes independently.</p> <p>Three bears house using junk materials.</p> <p>Use various construction materials.</p> <p>Join in with moving, dancing and circle games.</p> <p>Make up simple songs.</p> <p>ARTIST: Archimboldo (Muddy Morning)</p>	<p>MUSIC: Charanga (Develop love of nursery rhymes and songs. First instruments to move in time with the music – claves)</p> <p>CHRISTMAS PERFORMANCE</p> <p>Colour Mixing – Autumn and Winter Colours.</p> <p>Salt Dough Diwa lamp – modelling, use of colour.</p> <p>Christmas Crafts – variety of activities to allow children to explore, use and refine a variety of artistic effects. Printing with natural objects eg fir cones.</p> <p>ARTIST: MATISSE ((Cutting Shapes) Use for calendars</p>	<p>MUSIC: Charanga (Develop love of nursery rhymes and songs. First instruments to move in time with the music – triangles, claves and drums) each term)</p> <p>SELF PORTRAIT (Update</p> <p>MUSIC: Charanga (Develop love of nursery rhymes and songs. First instruments to move in time with the music – triangles, claves and drums) each term)</p> <p>Colour mixing – shades of blue adding white and blue(Winter)</p> <p>Colour matching in Muddy Morning.</p> <p>ARTIST: Kadinsky (Circles)</p>	<p>MUSIC: Charanga (Develop love of nursery rhymes and songs. First instruments to move in time with the music – claves, triangles and drums)</p> <p>Portrait of the KING.</p> <p>Continue with a variety of activities exploring artistic effects – printing, colour mixing, drawing, painting.</p>	<p>MUSIC: Charanga (Develop love of nursery rhymes and songs. First instruments to move in time with the music – move on to tuned percussion - glocks)</p> <p>LANDSCAPE Painting – Windermere. Introduce Mid Way line.</p> <p>SELF PORTRAIT (Update each term)</p> <p>Observational Drawings and Paintings– Spring flowers, trees (Muddy Morning_</p> <p>ARTIST: VAN GOUGH (Sun Flowers)</p>	<p>MUSIC: Charanga (Develop love of nursery rhymes and songs. First instruments to move in time with the music – move on to tuned percussion - glocks)</p> <p>3D Modelling - of minibests using plastic bottles and tissues. Use of salt dough to create minibest models.</p> <p>Colour mixing to paint models.</p>
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