



Hoylake Holy Trinity CE Primary School

F1 Half- Termly Curriculum Map



Theme: Ourselves and Autumn

Term: Autumn 1

Big Question: Are we all the same?

Personal, Social and Emotional Development

Settling and learning the daily routines: greeting each other in the morning, using the toilets and washing hands, Tidying up areas behaviour expectations - eg. stopping when the bells go, listening to instructions, playing kindly

Make new Friendships and form Relationships

Teddy Bear's Picnic - sharing with them our new classroom and favourite areas to play

Is becoming more able to separate from their close carers and explore new situations with support and encouragement from another familiar adult

Knows their own name, their preferences and interests and is becoming aware of their unique abilities

Expresses the self-aware emotions of pride and embarrassment as well as a wide range of other feeling

Communication and language

Listening to topic stories

Group discussion activities about self, family, home.

Following instructions - making bread (linked to Harvest)

Tasting food (linked to harvest) - sweet or sour? Developing language and discussion around this

Snack time - engaging with others at tables, using manners, take turns etc

.New vocabulary: see Knowledge Organiser

Shows interest in play with sounds, songs and rhymes

Beginning to understand more complex sentences

Uses language to share feelings, experiences and thoughts

Physical Development

How am I feeling?

How can I look after myself?

Healthy eating - Link to harvest festival

Exploring pumpkins - taking out the seeds.

develop health and self care skills through daily routines: Taking off coats and hanging them up, putting on coats and with support fastening them

Begins to walk, run and climb on different levels and surfaces • Begins to understand and choose different ways of moving Can hold a cup with two

hands and drink well without spilling • Develops some independence in self-care and shows an

awareness of routines such as handwashing or teeth cleaning but still often needs adult support

Literacy

What are our favourite nursery rhymes?

BOOK FOCUS – Harvest Moon Story, Farmer Duck

Information Books: farms, crops.Recognising own name.Phonics - listening to stories and joining in

with rhymes

Has some favourite stories, rhymes, songs, poems or jingles • Repeats and uses actions, words or phrases from familiar stories • Fills in the missing word or phrase in a known rhyme, story or game, e.g. Humpty Dumpty sat on a...

Distinguishes between the different marks they make • Enjoys drawing and writing on paper, on screen and on different textures, such as in sand or playdough and through using touch-screen technology.

Maths

Birthday ages. How tall am I? Making bread - quantities, can you get 1 cup of flour etc Harvest counting- can you plant 5 seeds? Can you count how many potatoes have grown? Counting pumpkins.

Moves their bodies and toys around objects and explores fitting into spaces • Begins to remember their way around familiar environments • Responds to some spatial and positional language • Explores how things look from different viewpoints including things that are near or far away. Chooses puzzle pieces and tries to fit them in • Recognises that two objects have the same shape • Makes simple constructions • Explores differences in size, length, weight and capacity • Beginning to understand some talk about immediate past and future • Beginning to anticipate times of the day such as mealtimes or home time

Understanding of the World

Ourselves - Our families Healthy eating - Visit to Sainsbury's to buy healthy food and make a healthy lunch box - link to harvest festival Wirral Hedgehog visit - link to Autumn and hibernation

Has a sense of own immediate family and relations and pets • In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea, going to the barbers, being a cat, dog or bird • Beginning to have their own friends • Learns that they have similarities and differences that connect them to, and distinguish them from, others

Expressive Arts and Design

Self-portraits through a variety of media and materials.Exploring fingerprints and handprints adults will demonstrate and teach skills and techniques associated with the things children are doing

Joins in singing songs • Creates sounds by rubbing, shaking, tapping, striking or blowing • Shows an interest in the way sound makers and instruments sound and experiments with ways of playing them, e.g. loud/quiet, fast/slow • Experiments with ways to enclose a space, create shapes and represent actions, sounds and objects • Enjoys and responds to playing with colour in a variety of ways, for example combining colours • Uses 3D and 2D structures to explore materials and/or to express ideas



Hoylake Holy Trinity CE Primary School

F1 Half- Termly Curriculum Map



Theme: Festivals and celebrations

Term: Autumn 2

Big Question: How do people celebrate festivals and celebrations?

Personal, Social and Emotional Development

Welly walk - managing feelings and behaviour. Visit from firefighters. F1 Christmas nativity. Joining in with family traditions. **Seeks out companionship with adults and other children, sharing experiences and play ideas • Uses their experiences of adult behaviours to guide their social relationships and interactions • Shows increasing consideration of other people's needs and gradually more impulse control in favourable conditions, e.g. giving up a toy to another who wants it. Is becoming more aware of the similarities and differences between themselves and others in more detailed ways and identifies themselves in relation to social groups and to their peers. May exhibit increased fearfulness of things like the dark or monsters etc and possibly have nightmares**

Communication and language

Learning to follow instructions Christmas Nativity - children will practise retelling the story and joining in with simple Christmas songs. Elves workshop role play. New vocabulary: see Knowledge Organiser
Listens to others in one-to-one or small groups, when conversation interests them Listens to familiar stories with increasing attention and recall Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Understands use of objects (e.g. Which one do we cut with?) Shows understanding of prepositions such as under, on top, behind by carrying out an action or selecting correct picture Uses language to share feelings, experiences and thoughts Holds a conversation, jumping from topic to topic • Beginning to use more complex sentences to link thoughts (e.g. using and, because) • Able to use language in recalling past experiences • Can retell a simple past event in correct order (e.g. went down slide, hurt finger) • Uses talk to explain what is happening and anticipate what might happen next

Physical Development

Fire safety - how do we keep safe? Pencil control / mark making Copying letters from name Dressing up in Christmas costumes
Climbs stairs, steps and moves across climbing equipment using alternate feet. Maintains balance using hands and body to stabilise • Walks down steps or slopes whilst carrying a small object, maintaining balance and stability • Runs with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles. Can tell adults when hungry, full up or tired or when they want to rest, sleep or play • Observes and can describe in words or actions the effects of physical activity on their bodies.

Literacy

BOOKS- The Jolly Postman, Information books on: Bonfire night, Christmas, Diwali, Nativity – Christmas Stories, Story of Light: Rama and Sita Christmas lists Phonics - Read, Write, Inc
Listens to and joins in with stories and poems, when reading one-to-one and in small groups • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories • Begins to be aware of the way stories are structured, and to tell own stories Makes up stories, play scenarios, and drawings in response to experiences, such as outings • Sometimes gives meaning to their drawings and paintings • Ascribes meanings to signs, symbols and words that they see in different places, including those they make themselves • Includes mark making and early writing in their play

Maths

Colour sorting
Shapes used in celebrations (environment)
Counting up to 5 - stable order counting, 1-1 principle
Compares two small groups of up to five objects, saying when there are the same number of objects in each group, e.g. You've got two, I've got two. Same! • May enjoy counting verbally as far as they can go • Points or touches (tags) each item, saying one number for each item, using the stable order of 1,2,3,4,5. • Subitises one, two and three objects (without counting) Through play and exploration, beginning to learn that numbers are made up (composed) of smaller numbers • Responds to and uses language of position and direction Chooses items based on their shape which are appropriate for the child's purpose • Responds to both informal language and common shape names • Shows awareness of shape similarities and differences between objects

Understanding of the World

Bonfire night celebration
People who help us. Firefighters
Diwali Celebrations
Christmas Celebrations
Notifies detailed features of objects in their environment • Can talk about some of the things they have observed such as plants, animals, natural and found objects • Enjoys playing with small world reconstructions, building on first-hand experiences, e.g. visiting farms, garages, train tracks, walking by river or lake Seeks to acquire basic skills in turning on and operating some digital equipment • Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car • Plays with water to investigate "low technology" such as washing and cleaning • Uses pipes, funnels and other tools to carry/ transport water from one place to another

Expressive Arts and Design

Colour mixing - powder paints in puddles
Bonfire collage Making Christmas decorations Christmas carols
Roleplay experience of Christmas
Joins in singing songs • Creates sounds by rubbing, shaking, tapping, striking or blowing • Shows an interest in the way sound makers and instruments sound and experiments with ways of playing them, e.g. loud/quiet, fast/slow Uses everyday materials to explore, understand and represent their world – their ideas, interests and fascinations • Notices what other children and adults do, mirroring what is observed, adding variations and then doing it spontaneously



Hoylake Holy Trinity CE Primary School

F1 Half- Termly Curriculum Map



Theme: Winter

Term: Spring 1

Big Question : Why are all the trees bare?

Personal, Social and Emotional Development

Meeting new intake of pupils

Performing nursery rhymes in a group

Working in pairs and as a whole class

Taking turns and sharing during roleplay session

Shows some understanding that other people have perspectives, ideas and needs that are different to theirs, e.g. may turn a book to face you so you can see it • Shows empathy and concern for people who are special to them by partially matching others' feelings with their own, e.g. may offer a child a toy they know they like. • Is sensitive to others' messages of appreciation or criticism • Enjoys a sense of belonging through being involved in daily tasks. • Is becoming able to think about their feelings as their brain starts to develop the connections that help them manage their emotions • Seeks comfort from familiar adults when needed and distracts themselves with a comfort object when upset

Literacy

BOOK FOCUS – The Snowman Reading and listening to nursery rhymes Tracing Chinese patterns (mark making) Reading instructions (following) Phonics - RWI set 1

Begins to be aware of the way stories are structured, and to tell own stories • Talks about events and principal characters in stories and suggests how the story might end • Shows interest in illustrations and words in print and digital books and words in the environment

Handles books and touch screen technology carefully and the correct way up with growing competence • Begins to navigate apps and websites on digital media using drop down menu to select websites and icons to select apps. Imitates adults' writing by making continuous lines of shapes and symbols (early writing) from left to right

Communication and language

Following instructions - Making a pancake (Pancake Tuesday)

Performing and listening to Nursery Rhymes in small groups and as a class

Looking and describing the weather, making weather forecasts in role play area

New vocabulary: see Knowledge Organiser

Listens to familiar stories with increasing attention and recall • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories • Focusing attention – can still listen or do, but can change their own focus of attention

Shows understanding of prepositions such as under, on top, behind by carrying out an action or selecting correct picture • Responds to instructions with more elements, e.g. Give the big ball to me; collect up all the blocks and put them in the box

Learns new words very rapidly and is able to use them in communicating

Maths

Counting 1-5 - stable order counting, 1-1 principle. Counting/measuring ingredients Chinese kitchen roleplay – money/ weight Writing a bill – number practice and recognition

Points or touches (tags) each item, saying one number for each item, using the stable order of 1,2,3,4,5. • Uses some number names and number language within play, and may show fascination with large numbers • Begin to recognise numerals 0 to 10

Links numerals with amounts up to 5 and maybe beyond • Beginning to recognise that each counting number is one more than the one before

Understanding of the World

Sorting animals – Who lives in the hot/cold

Learning about celebrations around the world -

Chinese New Year

Observing changes in weather, making weather forecasts

Recognises and describes special times or events for family or friends • Shows interest in different occupations and ways of life indoors and outdoors • Developing an understanding of growth, decay and changes over time • Knows that information can be retrieved from digital devices and the internet

Physical Development

We will discuss: How can we keep warm in the winter?

We will explore different ways to travel (linked to The runaway pancake and Chinese dancing for New Year

• Runs with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles • Can balance on one foot or in a squat momentarily, shifting body weight to improve stability • Takes practical action to reduce risk, showing their understanding that equipment and tools can be used safely • Can wash and can dry hands effectively and understands why this is important • Willing to try a range of different textures and tastes and expresses a preference. Can name and identify different parts of the body. Gains more bowel and bladder control and can attend to toileting needs most of the time themselves.

Expressive Arts and Design

Chinese New Year dragons / art

Winter collages

Drawing Winter clothes, snowmen

• Experiments with ways to enclose a space, create shapes and represent actions, sounds and objects • Enjoys and responds to playing with colour in a variety of ways, for example combining colours • Uses 3D and 2D structures to explore materials and/or to express ideas Uses movement and sounds to express experiences, expertise, ideas and feelings • Experiments and creates movement in response to music, stories and ideas



Hoylake Holy Trinity CE Primary School

F1 Half- Termly Curriculum Map



Themes: New Life, Spring, Easter

Term: Spring 2

Big Question: What happens in Spring?

Personal, Social and Emotional Development

Mothers Day focus – family and relationships, people who are important to me

Sharing and caring for others
Working with children and adults

Practices skills of assertion, negotiation and compromise and looks to a supportive adult for help in resolving conflict with peers • Enjoys playing alone, alongside and with others, inviting others to play and attempting to join others' play. Enjoys a sense of belonging through being involved in daily tasks • Is aware of being evaluated by others and begin to develop ideas about themselves according to the messages they hear from others. Talks about how others might be feeling and responds according to their understanding of the other person's needs and wants • Is more able to recognise the impact of their choices and behaviours/actions on others and knows that some actions and words can hurt others' feelings

Communication and language

Maps – following directions (In the woods)

Deconstructed role play – plain brown boxes (homes)

Following instructions (pancake day)

Talk about the seasonal changes around us and children's observations

New vocabulary: see Knowledge Organiser

Focusing attention – can still listen or do, but can change their own focus of attention • Is able to follow directions (if not intently focused)

• Responds to instructions with more elements, e.g. Give the big ball to me; collect up all the blocks and put them in the box Can retell a simple past event in correct order (e.g. went down slide, hurt finger) • Uses talk to explain what is happening and anticipate what might happen next • Questions why things happen and gives explanations. Asks e.g. who, what, when, how

Physical Development

Egg and spoon racing, hopping like bunnies!

Sensory tray with Easter and Spring related items

Using building resources and tools to adapt them.

Hygiene routines when handling animals.

Spring themed playdough enhancements

Can grasp and release with two hands to throw and catch a large ball, beanbag or an object • Creates lines and circles pivoting from the shoulder and elbow

Dresses with help, e.g. puts arms into open fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom

Working towards a consistent, daily pattern in relation to eating, toileting and sleeping routines and understands why this is important • Gains more bowel and bladder control and can attend to toileting needs most of the time themselves.

Literacy

Fiction and non-fiction books, stories that are linked to spring, farm animals BOOK FOCUS – Rabbit's Spring Adventure BOOK FOCUS – Little Lamb's Easter Surprise Make Easter cards WORLD BOOK DAY

Phase 1 RWI Set 1

Begins to develop phonological and phonemic awareness - Shows awareness of rhyme and alliteration - Recognises rhythm in spoken words, songs, poems and rhymes - Claps or taps the syllables in words during sound play - Hears and says the initial sound in words

Attempts to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes • Shows interest in letters on a keyboard, identifying the initial letter of their own name and other familiar words

Maths

Use positional language

2D shapes in the environment

Counting 1-10 - stable order counting, 1-1 principle

Count and sort spring items like flowers, lambs, seeds, plant pots

Responds to some spatial and positional language

• Recognises that two objects have the same shape

Beginning to understand some talk about immediate past and future • Beginning to anticipate times of the day such as mealtimes or home time

• Counts up to five items, recognising that the last number said represents the total counted so far (cardinal principle) • Links numerals with amounts up to 5 and maybe beyond

Beginning to recognise that each counting number is one more than the one before • Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same

Understanding of the World

Observing Spring changes - going on a spring walk, looking for new signs of life VISITORS – Reverend Paul about Easter

Easter Egg hunt

Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family

Developing an understanding of growth, decay and changes over time • Shows care and concern for living things and the environment

Knows that information can be retrieved from digital devices and the internet

Expressive Arts and Design

Spring painting/drawing

Blossom pictures- tissue, twigs

Gathering petals, daisies, leaves, grass etc for a

spring collage Constructing models of farms

Creating Easter bonnets

Seasons books Small world farms

Enjoys joining in with moving, dancing and ring games • Sings familiar songs, e.g. pop songs, songs from TV programmes, rhymes, songs from home

Sings to self and makes up simple songs • Notices what other children and adults do, mirroring what is observed, adding variations and then doing it spontaneously • Engages in imaginative play based on own ideas or first-hand or peer experiences.



Hoylake Holy Trinity CE Primary School

F1 Half- Termly Curriculum Map



Theme: See How We Grow

Term: Summer 1

Big Question : How can we care for a plant?

Personal, Social and Emotional Development

Meeting any new pupils.

Encourage children to explore and talk about what they are learning, valuing their ideas and ways of doing things.

Practices skills of assertion, negotiation and compromise and looks to a supportive adult for help in resolving conflict with peers • Enjoys playing alone, alongside and with others, inviting others to play and attempting to join others' play • Is aware of being evaluated by others and begin to develop ideas about themselves according to the messages they hear from others • Shows their confidence and self-esteem through being outgoing towards people, taking risks and trying new things or new social situations and being able to express their needs and ask adults for help

Communication and language

Ask questions to find out information

Respond to simple instructions

Display photographs around classroom- prompt discussion

Garden role play area - take it in turns to be the customer and shop keeper.

New vocabulary: see Knowledge Organiser.

Is able to follow directions (if not intently focused)

• Responds to instructions with more elements, e.g. Give the big ball to me; collect up all the blocks and put them in the box • Beginning to understand why and how questions Uses intonation, rhythm and phrasing to make the meaning clear to others • Talks more extensively about things that are of particular importance to them • Builds up vocabulary that reflects the breadth of their experiences • Uses talk in pretending that objects stand for something else in play, e.g. This box is my castle

Physical Development

Health eating helps us grow

Food groups

Making Fruit kebabs (Healthy eating)

Dentist – oral hygiene

Mud kitchen - beans, seeds, garden tools, plant pots, watering cans

• Creates lines and circles pivoting from the shoulder and elbow • Manipulates a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons
Dresses with help, e.g. puts arms into openfronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom

Literacy

Letters and sounds aspect 5/6

BOOK FOCUS – Jack and the Beanstalk, Community

Soup, Sow and Grow

Name – writing name label for areas visited

Listening to and writing spring poems

Bean diary RWI Set 1

Recognises familiar words and signs such as own name, advertising logos and screen icons • Looks at and enjoys print and digital books independently

Attempts to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes • Shows interest in letters on a keyboard, identifying the initial letter of their own name and other familiar words • Begins to make letter-type shapes to represent the initial sound of their name and other familiar words

Maths

Ordering objects/creatures by size

Use mathematical language (bigger, smaller)

Size language - growing - comparing size of animals and plants

Counting 1-10, stable order principle, 1-1 counting

• Beginning to use understanding of number to solve practical problems in play and meaningful activities • Beginning to recognise that each counting number is one more than the one before • Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same Explores using a range of their own marks and signs to which they ascribe mathematical meanings

Understanding of the World

What do humans and plants need to grow?

Growing a plant - planting beans and observing them shoot, root and grow

How to look after a plant

How can we encourage bees and butterflies into the garden?

• Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world • Talks about why things happen and how things work • Developing an understanding of growth, decay and changes over time • Shows care and concern for living things and the environment • Begin to understand the effect their behaviour can have on the environment Plays with a range of materials to learn cause and effect, for example, makes a string puppet using dowels and string to suspend the puppet

Expressive Arts and Design

Make/ demonstrate a lifecycle

Role play area - Garden Centre

Caterpillar songs

Making their own picture books - bean diary

Observational drawings/paintings
Nursery rhymes, rhythms, dancing

• Develops an understanding of using lines to enclose a space, and begins to use drawing to represent actions and objects based on imagination, observation and experience • Uses various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces • Uses tools for a purpose



Hoylake Holy Trinity CE Primary School

F1 Half- Termly Curriculum Map



Theme: Coast to Country

Term: Summer 2

Big Question: What is it like where I live?

Personal, Social and Emotional Development

Visiting new F2, meeting new teacher and friends

What makes a good friend? Teamwork – children to work alongside adult to create roleplay N2 children carry out tasks more independently in preparation for f2.

- Enjoys playing alone, alongside and with others, inviting others to play and attempting to join others' play Represents and recreates what they have learnt about social interactions from their relationships with close adults, in their play and relationships with others.
- Is aware of being evaluated by others and begin to develop ideas about themselves according to the messages they hear from others
- Shows their confidence and self-esteem through being outgoing towards people, taking risks and trying new things or new social situations and being able to express their needs and ask adults for help. Is more able to recognise the impact of their choices and behaviours/actions on others and knows that some actions and words can hurt others' feelings

Communication and language

Retelling learnt stories - THC

Sharing observations of the changes to caterpillars and chick eggs

Roleplay language

New vocabulary around life cycles (see KO)

Is able to follow directions (if not intently focused)

- Responds to instructions with more elements, e.g. Give the big ball to me; collect up all the blocks and put them in the box
- Beginning to understand why and how questions Uses intonation, rhythm and phrasing to make the meaning clear to others
- Talks more extensively about things that are of particular importance to them
- Builds up vocabulary that reflects the breadth of their experiences
- Uses talk in pretending that objects stand for something else in play, e.g. This box is my castle

Physical Development

Toy bones in sand pit for children to excavate

Moving like a dinosaur, hatch out of an egg

Sun safety

Practise dressing up in our F2 PE kits

Cutting out dinosaur 'teeth'

- Creates lines and circles pivoting from the shoulder and elbow
- Manipulates a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons
- Dresses with help, e.g. puts arms into open fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom

Literacy

BOOK FOCUS – The Hungry Caterpillar

BOOK FOCUS –Dinosaur roar, Harry and the Dinosaurs,

Topsy and Tim start school

Name practice – writing name label for areas visited.

Childrens names written on dinosaur footprints, can they find their name?

Phonics RWI Set 1

- Recognises familiar words and signs such as own name, advertising logos and screen icons
- Looks at and enjoys print and digital books independently
- Attempts to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes
- Shows interest in letters on a keyboard, identifying the initial letter of their own name and other familiar words
- Begins to make letter-type shapes to represent the initial sound of their name and other familiar words

Maths

Counting and recognising 1-10 - cardinal, 1-1 and order of irrelevance principles

Using 3D shapes

- Enjoys partitioning and combining shapes to make new shapes with 2D and 3D shapes
- Attempts to create arches and enclosures when building, using trial and improvement to select blocks

Explores and adds to simple linear patterns of two or three repeating items, e.g. stick, leaf (AB) or stick, leaf, stone (ABC)

- Joins in with simple patterns in sounds, objects, games and stories dance and movement, predicting what comes next

- Counts up to five items, recognising that the last number said represents the total counted so far (cardinal principle)
- Links numerals with amounts up to 5 and maybe beyond

Understanding of the World

Caterpillars in class

Chick eggs with incubator

What do the caterpillar and chick eggs need to grow?

Learning about and observing life cycles

- Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world
- Talks about why things happen and how things work
- Developing an understanding of growth, decay and changes over time
- Shows care and concern for living things and the environment
- Begin to understand the effect their behaviour can have on the environment
- Plays with a range of materials to learn cause and effect, for example, makes a string puppet using dowels and string to suspend the puppet

Expressive Arts and Design

Exploring materials

Using natural material to express with.

Dinosaur small world

Bug small world

Observational drawings of chicks

Eric Carle - Butterfly symmetry paintings

- Engages in imaginative play based on own ideas or first-hand or peer experiences.
- Uses available resources to create props or creates imaginary ones to support play
- Plays alongside other children who are engaged in the same theme