

# Curriculum Web

## Early Years



At Queen's Drive, we inspire everyone to develop their true potential and a love of learning through curiosity and excitement.

We have composed a distinctive, personalised, creative curriculum that is text rich and one that will prepare our children for an ever-changing world that is culturally diverse. Their curriculum will inspire and challenge them. One with high expectations, excellent teaching and inclusive approaches which will form the basis of all our work. Through our four school values; respectful, nurturing, aspirational and healthy, the children will get the opportunity to read widely, explore and become independent learners.

*Dream. Believe. Achieve*

Our intent is to inspire the next generation of writers, readers, mathematicians, engineers, historians, artists, scientists and musicians etc ...



## Our Mission Statement:







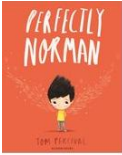



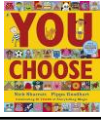
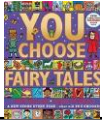

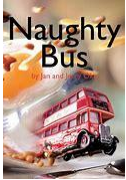
***At Queen's Drive Primary School, we inspire children to follow their DREAMs; to empower them to BELIEVE in themselves and others; and ensure that everyone is able to ACHIEVE their true potential.***






<div data-bbox="361 14 522 49" data-label="Section-Header"> <h2>Core Texts</h2> </div> <div data-bbox="20 57 848 114" data-label="Text"> <p>‘Chapatti Moon, Little Glow, Mrs Blackhat, Penguin’s Christmas Wish, Binny’s Diwali</p> </div> <div data-bbox="43 134 871 268" data-label="Image"> </div> <div data-bbox="20 278 453 464" data-label="Text"> <p><b>Favourite five:</b>          Jolly Christmas postman by Alan Howard          When will it snow? By Alison Edgeson          It starts with a seed by Laura Knowels          Hedgehog needs a hug by Jen Betton          I want snow by Tony Ross</p> </div>	<div data-bbox="1225 14 1307 49" data-label="Section-Header"> <h2>PSED</h2> </div> <div data-bbox="904 57 1625 435" data-label="Text"> <p>Personal, social, emotion development- This is split into 3 areas:  <u>Managing self, self regulation and building relationships.</u>          We will be working on the following in this first half term:</p> <ul style="list-style-type: none"> <li>• To talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’.</li> <li>• To join in and play with one or more other children, extending and elaborating play ideas.</li> <li>• To form closer friendships and seek them out to initiate play</li> <li>• To increasingly follow the classroom and school rules and routines.</li> <li>• Manage their own needs: to ask when they need the toilet, ask for a tissue and if they need</li> </ul> </div>	<div data-bbox="2046 14 2145 49" data-label="Section-Header"> <h2>Maths</h2> </div> <div data-bbox="1666 57 2527 496" data-label="Text"> <p><u>Rote counting</u>          Rote count on from a given number between 1 and 10  <u>Counting objects</u>          Understand that counting is to find out how many Use one to one correspondence when counting Understand the last number said is the number in the set  <u>Number recognition</u>          Select the numeral that represents a set of object..  <u>Shape</u>          Know that shapes can appear in different ways and be different sizes. Build and make models with 3-D shapes  <u>Space</u>          Describe and recognise patterns made of objects, numbers and shapes Create patterns made of objects, numbers and shapes.</p> </div>
<div data-bbox="208 522 675 558" data-label="Section-Header"> <h2>Communication and Language</h2> </div> <div data-bbox="20 565 863 843" data-label="Text"> <p>We continue to use our new rich vocabulary books . Also:</p> <ul style="list-style-type: none"> <li>• To start a conversation with an adult or a friend and continue it for many turns.</li> <li>• To use talk to organise themselves and their play.</li> <li>• To be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</li> <li>• To be able to talk about familiar books and be able to tell a simple story.</li> <li>• To begin to understand how to listen carefully and why listening is important</li> </ul> </div>	<div data-bbox="1090 522 1442 701" data-label="Section-Header"> <h2>Curriculum Web Autumn 2 Let’s Celebrate</h2> </div> <div data-bbox="914 761 1620 868" data-label="Text"> <p><i>Welcome to the second Autumn Term in EYFS! We have an exciting half term ahead that promise to enrich our learning with a variety of activities and experiences.</i></p> </div>	<div data-bbox="1882 522 2308 558" data-label="Section-Header"> <h2>Understanding of the world</h2> </div> <div data-bbox="1666 565 2497 822" data-label="Text"> <p>This is where we cover Science, Geography and history objectives. We cover people and our communities, the natural world and past and present.</p> <ul style="list-style-type: none"> <li>• To talk about members of their immediate family and community.</li> <li>• To know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</li> <li>• Begin to explore the natural world around them and seasonal changes – Autumn/ winter</li> <li>• To describe what they see, hear and feel whilst outside.</li> </ul> </div>
<div data-bbox="387 896 496 932" data-label="Section-Header"> <h2>English</h2> </div> <div data-bbox="20 939 787 1318" data-label="Text"> <p>English is split into three areas:  <u>Comprehension</u> :          Listen to a story and comment on the events.          Name the characters from a familiar story.          Attempt to write their name in a way that they or others can recognise.  <u>Writing:</u>          Write their name with correct formation.          Form Phase 2 letters recognisably.          Segment CVC words verbally.  <u>Reading:</u>          Say a sound for all Phase 2          Blend CVC words verbally.</p> </div>	<div data-bbox="1095 896 1434 932" data-label="Section-Header"> <h2>Expressive Art and Design</h2> </div> <div data-bbox="904 961 1620 1246" data-label="Text"> <p>Expressive arts is where we cover music, role play and creative art. We have different themes each term to develop skills.</p> <ul style="list-style-type: none"> <li>• To remember and sing simple songs.</li> <li>• To explore different materials freely, to develop</li> <li>• Use colours for a purpose</li> </ul> <p>their ideas about how to use them and what to make.</p> <ul style="list-style-type: none"> <li>• Perform familiar sings/rhymes in small groups.</li> <li>• Participate in collaborative, creative activities, sometimes initiated by an adult.</li> </ul> </div>	<div data-bbox="1860 896 1911 932" data-label="Section-Header"> <h2>R.E</h2> </div> <div data-bbox="1666 939 2102 1253" data-label="Text"> <p>The Autumn terms unit is Special times. This focuses on the how and why do we celebrate. What times are special to different people and why. We will be looking at what children festivals children celebrate eg birthdays, Eid, Diwali and Christmas</p> <ul style="list-style-type: none"> <li>• To develop an awareness and mutual respect for celebrations and festivals from around the world.</li> </ul> </div> <div data-bbox="2163 896 2504 932" data-label="Section-Header"> <h2>Physical Development</h2> </div> <div data-bbox="2142 946 2527 1303" data-label="Text"> <p>This has 2 areas:  <u>Gross motor</u> – PE sessions- Balance, throwing under arm and to a target and jumping.  <u>Fine motor skills.</u></p> <ul style="list-style-type: none"> <li>• To use one-handed tools and equipment, for example, making snips in paper with scissors.</li> <li>• Uses scissors to cut out a simple shape independently</li> </ul> </div> <div data-bbox="1918 1325 2275 1360" data-label="Section-Header"> <h2>Curriculum Enrichment</h2> </div> <div data-bbox="1666 1368 1890 1396" data-label="Text"> <p>EYFS/KS1 Production</p> </div>

<p><b>Core Texts</b></p> <p>Jack Frost by <u>Kazuno Kohara</u> Snowballs by Louis Elhert</p> <div></div> <p><b>Favourite five:</b> The Tom Percival series:</p> <ul style="list-style-type: none"><li>- Perfectly Norman</li><li>- Ravi's roar</li><li>- Misha makes friends</li><li>- Tilda tries again</li><li>- Milo's monster</li></ul> <div></div>	<p><b>PSED</b></p> <p>Personal, social, emotion development- This is split into 3 areas: <u>Managing self, self regulation and building relationships.</u> We will be working on the following in this first half term:</p> <ul style="list-style-type: none"><li>• Follow two-step instructions.</li><li>• Wait with increased patience, when necessary, e.g. When waiting for a turn on the computer.</li><li>• Dress and undress for PE independently.</li><li>• Discuss healthy food choices.</li><li>• Sort healthy foods from less nutritional food.</li><li>• Hold back &amp; forth conversations, listening to their peers’ ideas and responding appropriately.</li><li>• Show empathy in simple ways, e.g. finding an adult for a child who is hurt.</li></ul>	<p><b>Maths</b></p> <p><u>Rote counting</u> Rote count on from a given number between 1 and 20 <u>Counting objects</u> Show accuracy when counting a group of objects, showing 1 to 1 correspondence. <u>Number recognition</u> Select the numeral that represents a set of object.. <u>Shape</u> Select, rotate and manipulate shapes to match a picture, fit an outline or create patterns. <u>Positional language</u> Demonstrate understanding of everyday prepositions - in, on, under, beside, in front, behind.</p>		
<p><b><u>Communication and Language</u></b></p> <p>We continue to use our new rick vocabulary on a daily basis.</p> <ul style="list-style-type: none"><li>• To start a conversation with an adult or a friend and continue it for many turns.</li><li>• To use talk to organise themselves and their play.</li><li>• To be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</li><li>• To be able to talk about familiar books, and be able to tell a simple story.</li><li>• To begin to understand how to listen carefully and why listening is important</li></ul>	<p><b><u>Curriculum Web</u></b> <b><u>Spring 1</u></b> <b><u>On a Winters Day</u></b> <i>This half term, we will be off to Antarctica</i> We will be developing knowledge and understanding of seasonal change and observe scientific changes for melting and freezing.</p>		<p><b><u>Understanding of the world</u></b></p> <p>This is where we cover Science, Geography and history objectives. We cover people and our communities, the natural world and past and present.</p> <ul style="list-style-type: none"><li>• To know that there are different countries in the world and talk about the differences they have experienced or seen in photos. We look at Antarctica on the map.</li><li>• Begin to explore the natural world around them and seasonal changes – Winter</li><li>• To describe what they see, hear and feel whilst outside, we look at ice, frost and melting.</li><li>• Look at maps of our school/area and discuss the features they notice. Make their own maps.</li></ul>	
<p><b><u>Literacy</u></b></p> <p>English is split into three areas: <u>Comprehension</u> Tell the story to another person using the book or images. Make a simple prediction based on the events of a story so far. <u>Writing:</u> Form all letters of the alphabet. Write VC/CVC words that can be read by themselves or others. <u>Reading:</u> Say a sound for each letter in the alphabet Blend and read VC/CVC words.</p>	<p><b><u>Expressive Art and Design</u></b></p> <ul style="list-style-type: none"><li>• Produce more detailed representations (drawings, paintings, models) and discuss the features they have included.</li><li>• Choose materials to achieve a goal, e.g. selecting a plastic yoghurt pot to turn into a boat due to its waterproof nature.</li><li>• Create more complex narratives in their pretend play, building on the contributions of their peers.</li><li>• Organise themselves into collaborative creative opportunities (role play, performance, artwork).</li></ul>		<p><b><u>R.E</u></b></p> <p>Special stories: We discuss why some stories are special? What special messages can we learn from stories. They will learn stories from the Bible and Qur'an and know that they are special to Christians and Muslims. Children will be given the opportunity to retell stories and respond in a variety of ways.</p>	<p><b><u>Physical Development</u></b></p> <p>This has 2 areas: <u>Gross motor</u> – PE sessions-</p> <ul style="list-style-type: none"><li>• Moves confidently in a range of ways; rolling - crawling - walking - jumping - running - hopping - skipping - climbing.</li><li>• Developing throwing and catching skills with appropriate apparatus</li></ul> <p><u>Fine motor skills.</u></p> <ul style="list-style-type: none"><li>• Forms all letters of the alphabet with correct formation. Working towards or using a tripod grip. Uses scissors with effective hand-positioning and with control.</li></ul>
<p><b><u>Curriculum Enrichment</u></b></p> <p>Frosty walk</p>				

<p><b><u>Core Texts</u></b> The Naughty Bus by Jan Oke The Gingerbread Man by Estelle Corke</p> <div></div> <p><b><u>Supplementary texts:</u></b></p>	<p><b><u>PSED</u></b></p> <p>Personal, social, emotion development- This is split into 3 areas: Managing self, self regulation and building relationships. We will be working on the following in this first half term:</p> <ul style="list-style-type: none"><li>• Link events to feelings</li><li>• Begin to solve small conflicts through speaking to each other and being assertive</li><li>• Follow two-step instructions.</li><li>• Wait with increased patience, when necessary</li><li>• Begin to understand and discuss consequences of our behaviour</li><li>• Begin to persevere when something is challenging.</li><li>• Work on short activities independently</li></ul>	<p><b><u>Maths</u></b></p> <ul style="list-style-type: none"><li>• Know what number comes before or after a given number</li><li>• Say a number between two given numbers</li><li>• Understand the concept of subtraction by practically removing one amount from within another to find how many are left and use the terminology part – part – whole (to 5)</li><li>• Understand that sharing is splitting an amount into equal parts</li><li>• Understand that halving is sharing into two equal parts Understand that doubling is adding the same number to itself</li><li>• Talk about significant times of the day</li><li>• Understand and use language – before, after, yesterday, today, tomorrow</li><li>• Use the language of comparison when talking about time</li><li>• Sequence two or three familiar events and describe the sequence</li><li>• Know the names of the days of the week</li></ul>	
<p><b><u>Communication and Language</u></b></p> <p>We continue to use our new rich vocabulary on a daily basis.</p> <ul style="list-style-type: none"><li>• To start a conversation with an adult or a friend and continue it for many turns.</li><li>• To use talk to organise themselves and their play.</li><li>• To be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</li><li>• To be able to talk about familiar books and be able to tell a simple story.</li><li>• To begin to understand how to listen carefully and why listening is important</li></ul>	<p><b><u>Curriculum Web</u></b> <b><u>Spring 2</u></b> <b><u>Where are we going?</u></b></p> <p>Welcome to the second Spring Term in EYFS. We have an exciting half term ahead that promise to enrich our learning with a variety of activities and experiences.</p>	<p><b><u>Understanding of the world</u></b></p> <p>This is where we cover Science, Geography and history objectives. We cover people and our communities, the natural world and past and present.</p> <ul style="list-style-type: none"><li>• Discuss images of the past and contrast them in discussion</li><li>• Look at maps of our school/area and discuss the features they notice. Make their own maps.</li><li>• Have some basic knowledge of community celebrations</li><li>• Begin to explore the natural world around them and seasonal changes – winter- spring</li><li>• Share their knowledge of different countries</li></ul>	
<p><b><u>English</u></b></p> <p><b><u>Comprehension :</u></b></p> <ul style="list-style-type: none"><li>• Sequence a familiar story using images or objects.</li><li>• Tell the story to another person using the book or images.</li><li>• Make a simple prediction based on the events of a story so far.</li><li>• Use the language from a story within role play and discussions</li></ul> <p><b><u>Writing:</u></b></p> <ul style="list-style-type: none"><li>• Form all letters of the alphabet.</li><li>• Write VC/CVC words that can be read by themselves or others.</li></ul> <p><b><u>Reading:</u></b></p> <ul style="list-style-type: none"><li>• Say a sound for each letter in the alphabet</li><li>• Blend and read VC/CVC words.</li></ul>	<p><b><u>Expressive Art and Design</u></b></p> <p>Expressive arts is where we cover music, role play and creative art. We have different themes each term to develop skills. To remember and sing simple songs.</p> <ul style="list-style-type: none"><li>• Choose materials to achieve a goal</li><li>• Return to and extend their creative learning</li><li>• Discuss changes or patterns they hear when listening to music</li><li>• Participate in collaborative, creative activities, sometimes initiated by an adult.</li><li>• Create their own beats with musical instruments/body percussion and become confident in games such as syllable-clapping.</li></ul>	<p><b><u>R.E</u></b> <b><u>Special stories</u></b></p> <p>Why are some stories special? What special messages can we learn from stories? Christians believe that the Bible is holy. Muslims believe that Qur’an directs them on how to live their lives.</p> <p>In this unit pupils will become familiar with the idea that some books are sacred and holy. They will learn stories from the Bible and Qur'an and know that they are special to Christians and Muslims. Children will be given the opportunity to retell stories and respond in a variety of ways. There will be strong links between this unit and age appropriate communication, language and literacy skills.</p>	<p><b><u>Physical Development</u></b></p> <p>This has 2 areas:</p> <p><b><u>Gross motor</u></b> – PE sessions-</p> <p>Moves confidently in a range of ways; rolling - crawling - walking - jumping - running - hopping - skipping - climbing.</p> <p><b><u>Fine motor skills.</u></b></p> <ul style="list-style-type: none"><li>• Forms all letters of the alphabet with correct formation.</li><li>• Working towards or using a tripod grip.</li><li>• Discusses why it is important to brush our teeth, in simple terms, and knows some foods which may be harmful to our teeth.</li></ul>
<p><b><u>Curriculum Enrichment</u></b></p> <p>Making gingerbread</p>			

<p><b>Core Texts</b></p>  <p><b>Supplementary texts:</b> Little Frogs, Tadpole trouble, Frog lifecycle, Jasper’s Beanstalk</p>	<p><b>PSED</b></p> <p>Personal, social, emotional development- This is split into 3 areas:  <u>Managing self, self regulation and building relationships.</u>          We will be working on the following in this first half term:</p> <ul style="list-style-type: none"> <li>• Link events to feelings</li> <li>• Begin to solve small conflicts through speaking to each other and being assertive</li> <li>• Follow two-step instructions.</li> <li>• Wait with increased patience, when necessary</li> <li>• Begin to understand and discuss consequences of our behaviour</li> <li>• Begin to persevere when something is challenging.</li> <li>• Work on short activities independently</li> </ul>	<p><b>Physical Development</b></p> <p>This has 2 areas:  <u>Gross motor</u> – PE sessions- Moves confidently in a range of ways; rolling - crawling - walking - jumping - running - hopping - skipping - climbing.  <u>Fine motor skills.</u></p> <ul style="list-style-type: none"> <li>• Form all letters of the alphabet with correct formation.</li> <li>• Working towards or using a tripod grip.</li> <li>• Discusses why it is important to brush our teeth, in simple terms, and knows some foods which may be harmful to our teeth.</li> </ul>	<p><b>Maths</b></p> <ul style="list-style-type: none"> <li>• Identify two more and two less than a given number</li> <li>• Add two single-digit numbers totalling up to 10, using practical equipment</li> <li>• Automatically recall addition and subtraction facts up to 5 and some addition and subtraction facts to 10</li> <li>• Subtract a single-digit number from a number up to 10, using practical equipment</li> <li>• Understand the concept of subtraction by practically removing one amount from within another</li> <li>• Use the word ‘zero’ to represent ‘none’</li> <li>• Automatically recall addition and subtraction facts up to 5 and some addition and subtraction facts to 10</li> </ul> <p><u>Weight</u></p> <ul style="list-style-type: none"> <li>• Understand and use language to compare two of the same container holding different amounts, e.g. more/less</li> </ul>
<p><b><u>Curriculum Web</u></b></p> <p><b><u>Summer 1</u></b></p> <p><b><u>What’s in the garden?</u></b></p> <p><i>Welcome to the Summer Term in EYFS. We have an exciting half term ahead that promise to enrich our learning with a variety of activities and experiences.</i></p>			
<p><b>English</b></p> <p>English is split into three areas:  <u>Comprehension</u> :</p> <ul style="list-style-type: none"> <li>• Tell the story to another person using the book or images to show their understanding.</li> <li>• Make a simple prediction based on the events of a story so far.</li> <li>• Use and understand recently introduced language from a story within role play and discussions</li> </ul> <p><u>Writing</u>: Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</p> <ul style="list-style-type: none"> <li>• Re-read what they have written to check that it makes sense.</li> <li>• Begin to form lowercase and capital letters correctly.</li> </ul> <p><u>Reading</u>: Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p>	<p><b>Expressive Art and Design</b></p> <p>Expressive arts is where we cover music, role play and creative art. We have different themes each term to develop skills. To remember and sing simple songs.</p> <ul style="list-style-type: none"> <li>• Watch and talk about dance and performance art, expressing their feelings and responses</li> <li>• Create collaboratively sharing ideas, resources and skills.</li> <li>• Return to their previous learning, refining ideas and developing their ability to represent them</li> </ul>	<p><b>Understanding of the world</b></p> <p>This is where we cover Science, Geography and history objectives. We cover people and our communities, the natural world and past and present.</p> <ul style="list-style-type: none"> <li>• Extend knowledge of the key features of the life cycle of a plant and an animal.</li> <li>• To describe what they see, hear and feel whilst outside.</li> <li>• Begin to explore the natural world around them and seasonal changes – Spring into Summer</li> <li>• Understand that some places are special to members of their community.</li> <li>• Recognise that people have different beliefs and celebrate special times in different ways.</li> </ul>	<p><b>R.E</b></p> <p><u>Special places- what is special about our world?</u></p> <p>In this unit children will be encouraged to experience the natural world and explain why it is special. They will learn that many religious people believe that the world was created and designed by God. They will be introduced to the Christian story of the creation in Genesis (Old Testament) and also stories from Islam focussing on care for Allah's creation.</p>

## Core Texts

Favourite five:

**PSED**

# Maths

## Communication and Language

## Literacy

### Curriculum Enrichment

# Curriculum Web Summer 2

# Expressive Art and Design

## Understanding of the world

**R.E**

# Physical Development