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

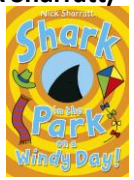
Our intent is to inspire the next generation of writers, readers, mathematicians, engineers, historians, artists, scientists and musicians etc …

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.

Core Texts

'Shark in the Park' 'Shark in the Park on a Windy Day'– Nick Sharratt/ Mrs Blackhat - Inkpen



Favourite five:

The Rainbow Fish by Marcus Pfister
Harry and the Dinosaur go to school by Ian Whybrow
The same but different too by Karl Newson
The Smeds and the Smoos by Julia Donaldson
The day the crayons quit by Drew Daywalt.

English

English is split into three areas: comprehension :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.
Writing: Discuss the marks they make.
Identify an object when given the initial sound.
Reading: Say the initial sound in a given word. Clap the syllables in a word.

Maths

Rote counting -Rote count on from a given number between 1 and 5
Counting objects - 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
Number recognition -Select the numeral that represents a set of object..
Shape- Know that shapes can appear in different ways and be different sizes
Build and make models with 3-D shapes
Space- Describe and recognise patterns made of objects, numbers and shapes
Create patterns made of objects, numbers and shapes.

Communication and Language

Speaking is one of our main focus assessments when children start in September. During the baseline assessment, we will be observing your child's spoken language and vocabulary. From this, each child has a language assessment and then this will see who needs further interventions from our NELI language programme. We will be looking to see if your child can:

- To start a conversation with an adult or a friend and continue it for many turns.
- To use talk to organise themselves and their play.
- 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.
- To be able to talk about familiar books and be able to tell a simple story.
- To begin to understand how to listen carefully and why listening is important

Curriculum Web
Autumn 1
Me and my world

Welcome to the Autumn Term in EYFS! We have an exciting few months ahead that promise to enrich our learning with a variety of activities and experiences.

Understanding of the world

This is where we cover Science, Geography and history objectives. We cover people and our communities, the natural world and past and present.
To talk about members of their immediate family and community.
• To know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
• Begin to explore the natural world around them.
• To describe what they see, hear and feel whilst outside.

R.E

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 celebrate eg birthdays, achievements in sports etc children are welcome to bring in certificates, medals and photos.
Then we will move onto the Harvest festival for this half term.

Physical Development

This has 2 areas:
Gross motor – PE sessions
Fine motor skills.
To use one-handed tools and equipment, for example, making snips in paper with scissors.
• To use a comfortable grip with good control when holding pens and pencils.
• To collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.
• To be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.
• To begin to revise and refine some of the fundamental.

Personal, social, emotion development (PSED)

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:

- To talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.
- To begin to play with one or more other children, extending and elaborating play ideas.
- To begin to build constructive and respectful relationships with both adults and peers.
- To increasingly follow the classroom and school rules and routines.
- Manage their own needs: to ask when they need the toilet, ask for a tissue and if they need

Expressive Art and Design

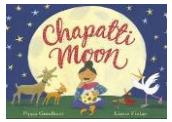
Expressive arts is where we cover music, role play and creative art. We have different themes each term to develop skills.
To remember and sing simple songs.
• To explore different materials freely, to develop their ideas about how to use them and what to make.
• To begin to develop storylines in their pretend play.

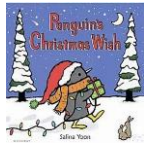
Curriculum Enrichment:

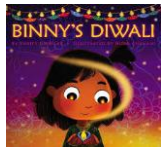
People who help us visitors
Police man, fireman, lollipop man
Autumn walk

Core Texts

'Chapatti Moon, Little Glow, Mrs Blackhat, Penguin's Christmas Wish, Binny's Diwali







Favourite five:

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

PSED

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:

- To talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.
- To join in and play with one or more other children, extending and elaborating play ideas.
- To form closer friendships and seek them out to initiate play
- To increasingly follow the classroom and school rules and routines.
- Manage their own needs: to ask when they need the toilet, ask for a tissue and if they need

Maths

Rote counting
Rote count on from a given number between 1 and 10
Counting objects
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
Number recognition
Select the numeral that represents a set of object..
Shape
Know that shapes can appear in different ways and be different sizes. Build and make models with 3-D shapes
Space
Describe and recognise patterns made of objects, numbers and shapes Create patterns made of objects, numbers and shapes.

Communication and Language

We continue to use our new rick vocabulary on a daily basis.

- To start a conversation with an adult or a friend and continue it for many turns.
- To use talk to organise themselves and their play.
- 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.
- To be able to talk about familiar books, and be able to tell a simple story.
- To begin to understand how to listen carefully and why listening is important

Curriculum Web
Autumn 2
Let's Celebrate

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.

Understanding of the world

This is where we cover Science, Geography and history objectives. We cover people and our communities, the natural world and past and present.

- To talk about members of their immediate family and community.
- To know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
- Begin to explore the natural world around them and seasonal changes – Autumn/ winter
- To describe what they see, hear and feel whilst outside.

English

English is split into three areas:
Comprehension :L
isten 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.
Writing:
Write their name with correct formation.
Form Phase 2 letters recognisably.
Segment CVC words verbally.
Reading:
Say a sound for all Phase 2
Blend CVC words verbally.

Expressive Art and Design

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.
- To explore different materials freely, to develop
- Use colours for a purpose

their ideas about how to use them and what to make.

- Perform familiar sings/rhymes in small groups.
- Participate in collaborative, creative activities, sometimes initiated by an adult.

R.E

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

- To develop an awareness and mutual respect for celebrations and festivals from around the world.

Physical Development

This has 2 areas:
Gross motor – PE sessions-
Balance, throwing under arm and to a target and jumping.
Fine motor skills.

- To use one-handed tools and equipment, for example, making snips in paper with scissors.
- Uses scissors to cut out a simple shape independently

Curriculum Enrichment

EYFS/KS1 Production

Core Texts

Jack Frost by Kazuno Kohara
Snowballs by Louis Elhert

Favourite five:
The Tom Percival series:
- Perfectly Norman
- Ravi's roar
- Misha makes friends
- Tilda tries again
- Milo's monster

PSED

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:
- Follow two-step instructions.
- Wait with increased patience, when necessary, e.g. When waiting for a turn on the computer.
- Dress and undress for PE independently.
- Discuss healthy food choices.
- Sort healthy foods from less nutritional food.
- Hold back & forth conversations, listening to their peers' ideas and responding appropriately.
- Show empathy in simple ways, e.g. finding an adult for a child who is hurt.

Maths

Rote counting
Rote count on from a given number between 1 and 20
Counting objects
Show accuracy when counting a group of objects, showing 1 to 1 correspondence.
Number recognition
Select the numeral that represents a set of object..
Shape
Select, rotate and manipulate shapes to match a picture, fit an outline or create patterns.
Positional language
Demonstrate understanding of everyday prepositions - in, on, under, beside, in front, behind.

Communication and Language

We continue to use our new rick vocabulary on a daily basis.
- To start a conversation with an adult or a friend and continue it for many turns.
- To use talk to organise themselves and their play.
- 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.
- To be able to talk about familiar books, and be able to tell a simple story.
- To begin to understand how to listen carefully and why listening is important

Curriculum Web
Spring 1
On a Winters Day

This half term, we will be off to Antarctica
We will be developing knowledge and understanding of seasonal change and observe scientific changes for melting and freezing.

Understanding of the world

This is where we cover Science, Geography and history objectives. We cover people and our communities, the natural world and past and present.
- 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.
- Begin to explore the natural world around them and seasonal changes – Winter
- To describe what they see, hear and feel whilst outside, we look at ice, frost and melting.
- Look at maps of our school/area and discuss the features they notice. Make their own maps.

Literacy

English is split into three areas:
Comprehension
Tell the story to another person using the book or images.
Make a simple prediction based on the events of a story so far.
Writing:
Form all letters of the alphabet.
Write VC/CVC words that can be read by themselves or others.
Reading:
Say a sound for each letter in the alphabet
Blend and read VC/CVC words.

Expressive Art and Design

- Produce more detailed representations (drawings, paintings, models) and discuss the features they have included.
- Choose materials to achieve a goal, e.g. selecting a plastic yoghurt pot to turn into a boat due to its waterproof nature.
- Create more complex narratives in their pretend play, building on the contributions of their peers.
- Organise themselves into collaborative creative opportunities (role play, performance, artwork).

R.E

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.

Physical Development

This has 2 areas:
Gross motor – PE sessions-
- Moves confidently in a range of ways; rolling - crawling - walking - jumping - running - hopping - skipping - climbing.
- Developing throwing and catching skills with appropriate apparatus

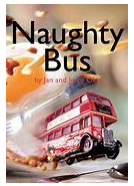
Fine motor skills.
- Forms all letters of the alphabet with correct formation.

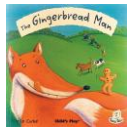
Working towards or using a tripod grip.
Uses scissors with effective hand-positioning and with control.

Curriculum Enrichment

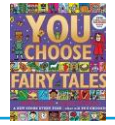
Frosty walk

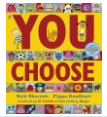
Core Texts **The Naughty Bus by Jan Oke**
The Gingerbread Man by Estelle Corke





Supplementary texts:





Communication and Language

We continue to use our new rick vocabulary on a daily basis.

- To start a conversation with an adult or a friend and continue it for many turns.
- To use talk to organise themselves and their play.
- 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.
- To be able to talk about familiar books and be able to tell a simple story.
- To begin to understand how to listen carefully and why listening is important

PSED

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:

- Link events to feelings
- Begin to solve small conflicts through speaking to each other and being assertive
- Follow two-step instructions.
- Wait with increased patience, when necessary
- Begin to understand and discuss consequences of our behaviour
- Begin to persevere when something is challenging.
- Work on short activities independently

Maths

- Know what number comes before or after a given number
- Say a number between two given numbers
- 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)
- Understand that sharing is splitting an amount into equal parts
- Understand that halving is sharing into two equal parts Understand that doubling is adding the same number to itself
- Talk about significant times of the day
- Understand and use language – before, after, yesterday, today, tomorrow
- Use the language of comparison when talking about time
- Sequence two or three familiar events and describe the sequence
- Know the names of the days of the week

Curriculum Web
Spring 2
Where are we going?

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.

Understanding of the world

This is where we cover Science, Geography and history objectives. We cover people and our communities, the natural world and past and present.

- Discuss images of the past and contrast them in discussion
- Look at maps of our school/area and discuss the features they notice. Make their own maps.
- Have some basic knowledge of community celebrations
- Begin to explore the natural world around them and seasonal changes – winter- spring
- Share their knowledge of different countries

English

Comprehension :

- Sequence a familiar story using images or objects.
- Tell the story to another person using the book or images.
- Make a simple prediction based on the events of a story so far.
- Use the language from a story within role play and discussions

Writing:

- Form all letters of the alphabet.
- Write VC/CVC words that can be read by themselves or others.

Reading:

- Say a sound for each letter in the alphabet
- Blend and read VC/CVC words.

Curriculum Enrichment

Frosty walk and making gingerbread

Expressive Art and Design

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.

- Choose materials to achieve a goal
- Return to and extend their creative learning
- Discuss changes or patterns they hear when listening to music
- Participate in collaborative, creative activities, sometimes initiated by an adult.
- Create their own beats with musical instruments/body percussion and become confident in games such as syllable-clapping.

R.E

Special stories

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.
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.

Physical Development

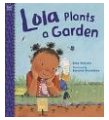
This has 2 areas:

Gross motor – PE sessions-
Moves confidently in a range of ways; rolling - crawling - walking - jumping - running - hopping - skipping - climbing.

Fine motor skills.

- Forms all letters of the alphabet with correct formation.
- Working towards or using a tripod grip.
- Discusses why it is important to brush our teeth, in simple terms, and knows some foods which may be harmful to our teeth.

Core Texts



Supplementary texts:

Bean Little Frogs tadpole trouble Frog lifecycle

Jaspers beanstalk

Communication and Language

We continue to use our new rick vocabulary on a daily basis.

- To start a conversation with an adult or a friend and continue it for many turns.
- To use talk to organise themselves and their play.
- 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.
- To be able to talk about familiar books and be able to tell a simple story.
- To begin to understand how to listen carefully and why listening is important

Curriculum Web
Summer 1
What's in the garden?

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.

English

English is split into three areas:

Comprehension :

- Tell the story to another person using the book or images to show their understanding.
- Make a simple prediction based on the events of a story so far.
- Use and understand recently introduced language from a story within role play and discussions

Writing: Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.

- Re-read what they have written to check

that it makes sense.

- Begin to form lowercase and capital letters correctly.

Reading: Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.

PSED

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:

- Link events to feelings
- Begin to solve small conflicts through speaking to each other and being assertive
- Follow two-step instructions.
- Wait with increased patience, when necessary
- Begin to understand and discuss consequences of our behaviour
- Begin to persevere when something is challenging.
- Work on short activities independently

Physical Development

This has 2 areas:

Gross motor – PE sessions-

Moves confidently in a range of ways; rolling - crawling - walking - jumping - running - hopping - skipping - climbing.

Fine motor skills.

- Forms all letters of the alphabet with correct formation.
- Working towards or using a tripod grip.
- Discusses why it is important to brush our teeth, in simple terms, and knows some foods which may be harmful to our teeth.

Maths

- Identify two more and two less than a given number ·
- Add two single-digit numbers totalling up to 10, using practical equipment
- Automatically recall addition and subtraction facts up to 5 and some addition and subtraction facts to 10
- Subtract a single-digit number from a number up to 10, using practical equipment
- Understand the concept of subtraction by practically removing one amount from within another
- Use the word 'zero' to represent 'none'
- Automatically recall addition and subtraction facts up to 5 and some addition and subtraction facts to 10

Weight

- Understand and use language to compare two of the same container holding different amounts, e.g. more/less

Expressive Art and Design

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.

- Watch and talk about dance and performance art, expressing their feelings and responses
- Create collaboratively sharing ideas, resources and skills.
- Return to their previous learning, refining ideas and developing their ability to represent them

Understanding of the world

This is where we cover Science, Geography and history objectives. We cover people and our communities, the natural world and past and present.

- Extend knowledge of the key features of the life cycle of a plant and an animal.
- To describe what they see, hear and feel whilst outside.
- Begin to explore the natural world around them and seasonal changes – Spring into Summer
- Understand that some places are special to members of their community.
- Recognise that people have different beliefs and celebrate special times in different ways.

R.E

Special places- what is special about our world?

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.

Curriculum Web
Summer 2

Core Texts

Supplementary texts

Never Mess with a pirate princess, commotion in the ocean, the singing mermaid, what the ladybird heard at the seaside, treasure Hunt

PSED

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 half term:
Think about the perspectives of others.
Confidently manage their own needs.
Confidently identify and moderate their own feelings socially and emotionally.
Manage their own needs.

Maths

Number
Count up to 20 objects, pictures, sounds and actions
Understand and use conservation of number
Use the word 'zero' to represent 'none'
Order three or more sets of objects
State without counting (subitise) quantities within 5
Write numerals 0 to 10 (20 extension)
Automatically recall double facts to 10.
Number Patterns
Understand that sharing is splitting an amount into equal parts
Understand that halving is sharing into two equal parts Understand that doubling is adding the same number to itself
Represent amounts in their own ways, explaining what they mean.
Represent and explain their thinking in their own ways

Communication and Language

We continue to use our new rich vocabulary on a daily basis
Connect one idea or action to another using a range of connectives.
Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.
Use new vocabulary in different contexts.

English

English is split into three areas:
Comprehension :
Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play.

Reading
Re-read what they have written to check that it makes sense.
Confidently read simple phrases and sentences.

Writing
Write short sentences with words with known letter-sound. correspondences using a capital letter and full stop.
Form lower-case and capital letters correctly.

Curriculum Enrichment

Rockpool trip to Fleetwood

Physical Development

Gross motor
Confidently revise and refine the fundamental movement skills they have already acquired.
Develop the overall body strength, coordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.
Combine different movements with ease and fluency
Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.

Fine motor
Further develop the foundations of a handwriting style which is fast, accurate and efficient.

Understanding of the world

This is where we cover Science, Geography and history objectives. We cover people and our communities, the natural world and past and present.
Understand that some places are special to members of their community.
Draw information from a simple map.
Confidently explore the natural world around them in summer
Recognise some similarities and differences between life in this country and life in other countries.

R.E

Special places- what is special about our world?
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.

Expressive Art and Design

Expressive arts is where we cover music, role play and creative art. We have different themes each term to develop skills.
Return to and build on their previous learning, refining ideas and developing their ability to represent them.
Create collaboratively sharing ideas, resources and skills.
Listen attentively, move to and talk about music, expressing their feelings and responses.