

Cocklemoor Curriculum, 2022-23

Our EYFS curriculum has been developed considering our community's cultural capital. It ensures our children have the strongest of starts to their primary education and prepares them for the years with us and beyond us. There are seven areas of learning and development which are addressed and revisited throughout the year. The 3 prime areas of the curriculum are: communication and language, physical development, personal, social and emotional development. The 4 specific areas are: literacy, maths, understanding the world, expressive arts and design.

	Autumn	Spring	Summer
Half termly themes 🗨️	I am unique I am a time traveller	I am an explorer I am a helper	I am a friend of the earth I am an investigator
Subject area 📖			
Communication and language	<ul style="list-style-type: none"> Letters and Sounds: Phases 1 – 3 Speaking: small group discussions, building confidence Listening and Attention Focus: settling in, listening and responding to instructions 	<ul style="list-style-type: none"> Letters and Sounds: Phases 3 – 4 Speaking Focus: Expressing comments and Ideas. New vocabulary Listening and Attention Focus: Retelling stories and poems 	<ul style="list-style-type: none"> Letters and Sounds: Revision of phases and some Phase 5 Speaking Focus: Asking thoughtful questions Listening and Attention Focus: Making thoughtful and reflective responses in discussion with others
Personal, social and emotional development	<ul style="list-style-type: none"> Transition: safeguarding, class charter, school rules/ethos, building relationships, building confidence and independence. Ourselves, growing and changing: Why I'm special, unique me, likes and dislikes, difficult times, parts of the body, growing and changing, transition in school. 	<ul style="list-style-type: none"> Mental health: different feelings, recognizing feelings, feelings bodies and behaviour, noticing feelings, different feelings for different people, feeling good, big feelings and how to manage them, overcoming challenges, help with feelings, sad feelings. Safeguarding planner page: safety at home and school 	<ul style="list-style-type: none"> Healthy lifestyles: keeping healthy, healthy foods, keeping active, important sleep, hygiene and germs, medicines, teeth health, sun safety, safe playing, people who help us. Revisit healthy lifestyles; mental health; and ourselves, growing and changing. Transition: safeguarding, class charter, school rules and ethos.
Physical development	<ul style="list-style-type: none"> Nativity (Dance) Volcano, Circles and Eights, Trains, The Sea (movement with Writedance) Footwork, static balance (PE) Shape, floor work, low and large apparatus, sequence, movement, travel (Gym) 	<ul style="list-style-type: none"> Multi-skills, gym, yoga (PE) Krongelidong, robot, horses and hares, mandala, sailing ship, oceans and beach waves, dream castle, capitals (movement with Writedance) Dynamic balance on a line, static balance, creative coordination ball skills, counter balance: with a partner (PE) 	<ul style="list-style-type: none"> Athletics, dance (PE) Shape, sequence, movements (Writedance) Health and fitness agility ball chasing, static balance, floor work (PE)

<p>Literacy</p>	<ul style="list-style-type: none"> • Elmer • Colour my days! • We are all Welcome! • Little Rabbit Foo Foo • The Gingerbread Man • Room on the Broom (Halloween Link) • The Best Diwali Ever • Cave Baby • Rapunzel • Cinderella • Snow White and the Seven Dwarves alt' Version • Stickman • Nativity • Weekly non-fiction read linked to theme • Author of the term: Sue Hendra, David McKee 	<ul style="list-style-type: none"> • Handa's Surprise • The Great Explorer • Rumble in the Jungle • The Great Race: The Story of the Chinese Zodiac • Rainbow Fish • The Squirrels who Squabbled • Jabari Jumps • Chicken Licken • A Superhero like you • All through the night • Bog Baby • Tad • Spring poems • Weekly non-fiction read linked to theme • Author of the term: Neil Griffiths, Emily Gravett 	<ul style="list-style-type: none"> • The Most Exciting Eid • Little Red Riding Hood • The Last Wolf • Clean Up • Jed's Really Useful Poem • Supertato • Pip and Egg • Jack and the Beanstalk/Jasper and the Beanstalk • Superworm • What the Ladybird Heard • Lollipop and Grandad's Back Garden Safari • Weekly non-fiction read linked to theme • Author of the term: Julia Donaldson, Oliver Jeffers
<p>Mathematics</p> <p>Intro: Numbots as an in-class tool</p>	<ul style="list-style-type: none"> • Number – 0-10 count, subitise, link the number and symbol, compare, one more/less, composition and number bonds, doubles/halves • Numerical patterns – focus on 2D shapes: spatial reasoning skills with shapes, compose and decompose shapes, explore repeating patterns • Measure – language focus for: time, money, length, weight, height, capacity 	<ul style="list-style-type: none"> • Number. Revisit – Numbers 0-10 • Number – 0-20 count, subitise, link the number and symbol, compare, one more/less, composition, number bonds, doubles/halves, odd/even, equal distribution. • Numerical patterns – focus on 3D shapes: spatial reasoning skills, compose and decompose shapes, explore repeating patterns • Measure. Revisit language and extend to application – time, money, length, weight, height, capacity 	<ul style="list-style-type: none"> • Number. Revisit – Numbers 0-20 • Number – (where appropriate) 0-50 count, subitise, link the number and symbol, comparing, more/less, composition, doubles/halves, odd/even, equal distribution. • Numerical patterns. Revisit – focus on 2D and 3D shapes: spatial reasoning skills with shapes, compose and decompose shapes, explore repeating patterns • Measure. Revisit application and extend to problem solving – time, money, length, weight, height, capacity
<p>Understanding the world</p>	<ul style="list-style-type: none"> • Classroom technology awareness and use: whiteboard, walkie-talkies, Codapillar, bee-bot, ipads, talking tin, calculator, till, torch (computing) • My local environment: classroom, outdoor area and school – map making, navigating and direction (geography) 	<ul style="list-style-type: none"> • Classroom technology awareness and use: whiteboard, walkie-talkies, Codapillar, bee-bot, ipads, talking tin, calculator, till, torch (computing) • My local town: important places in Langport and the surrounding area – map making, perspective and direction (geography) 	<ul style="list-style-type: none"> • Classroom technology awareness and use: whiteboard, walkie-talkies, Codapillar, bee-bot, ipads, talking tin, calculator, till, torch (computing) • The Wider World and the environment: Seven Continents Song. Place focus on a rainforest and ocean conservation (geography)

	<ul style="list-style-type: none"> • Alternative fairytales – exploring similarities and differences of place (geography) • Remembrance: Service people who help us (History, Y1-6, Autumn🌀) (history) • Understanding the past through settings, characters and events encountered in books/storytelling. Reading stories set in different time periods identifying similarities and differences. (history) • Past and present lives of familiar people (history) • Why is Diwali important? (RE) • How is Hannukah celebrated? (RE) • Christmas and Nativity (RE) • Regular outdoor observation of seasonal changes and the natural world (science) • Science investigations and exploration linking to themes including: my body, oral hygiene, forces, materials (science) • (Relationship education: within PSED) 	<ul style="list-style-type: none"> • Exploring and identifying similarities and differences in the following places: Arctic, Africa, China (geography) • Understanding the past through settings, characters and events encountered in books/storytelling. Reading stories set in different time periods identifying similarities and differences. (history) • Past and present lives of people who help us (history) • Chinese New Year Festival (RE) • Why is Eid so special? (RE) • What is so special about Easter? (RE) • Regular outdoor observation of seasonal changes and the natural world (science) • Science investigations and exploration linking to themes including animals and habitats, magnets, oral hygiene and sound (science) • (Relationship education: within PSED) 	<ul style="list-style-type: none"> • Fictional and actual map making/navigating: farms, zoos, fairytales (geography) • Understanding the past through settings, characters and events encountered in books/storytelling. Reading stories set in different time periods identifying similarities and differences. (history) • Past and present similarities and differences linked to theme (history) • Faith in our school, community and beyond, non-Christian focus (contextual) (RE) • Regular outdoor observation of seasonal changes and the natural world (science) • Science investigations and exploration linking to themes including plants, life cycles, food, minibeasts (science) • Butterfly conservation Big Butterfly Count (July) (science) • (Relationship education: within PSED)
Expressive arts and design	<ul style="list-style-type: none"> • Singing and listening: listening, singing and clapping along to a daily nursery rhyme for inspiration to write (music) • Composing: Percussion exploration (music) • Performing: Writedance, move your body to music, Nativity, Christmas songs in Carol Service (music) • Artist Focus Picasso (printing, sketching, photography) (art) • Exploring using and refining a variety of artistic techniques (art) 	<ul style="list-style-type: none"> • Singing and listening: listening, singing and clapping along to a daily nursery rhyme for inspiration to write (music) • Composing: Percussion development (music) • Performing: Writedance, move your body to music, celebration assembly (music) • Artist Focus –Wassily, Kandinsky (art) • Exploring using and refining a variety of artistic techniques (art) 	<ul style="list-style-type: none"> • Singing and listening: listening, singing and clapping along to a daily nursery rhyme for inspiration to write (music) • Composing: Percussion composing and performance in assembly (music) • Performing: Writedance, move your body to music, celebration assembly (music) • Artist Focus – Andy Goldsworthy (art) • Exploring using and refining a variety of artistic techniques (art)