Broom Barns School Early Years Curriculum Overview

Curricular Goals – Our Learning Superpowers

Resilient Rosa	**I make up a story and tell it to others.**		**I write a message for someone else to read.**
	Children independently use their knowledge of stories to develop the character, setting, problem and solution for their own stories. They tell their story aloud to other children. When children tell their stories they articulate their ideas and thoughts in well-formed sentences; use new vocabulary and adjectives to bring detail alive; describe events and characters in detail; connect ideas using a range of connectives; and draw upon story book phrases.		Children choose to write for their own purposes, demonstrating the early skills of phonics, transcription and correct letter formation. They use what they know from adult modelling to show these newly emerging skills and are proud of their developing skills. They are inspired to communicate by sharing secret messages that can be read by themselves and others.
Independent Isaac	**I observe closely and solve problems.**	**I am independent and care for myself.**	**I create using different materials and techniques.**
	Children are able to focus their attention and really concentrate on something - i.e. an object or experience - that's important to them. They know some similarities and differences between the natural world around them and contrasting environments and understand some changes that occur in nature and in scientific experiments. They answer questions such as, "What will happen if?", and offer explanations and solutions to their own lines of enquiry. They have preferred ways of recording their fascinations and findings.	Children are independent in managing their own needs but also skilled in seeking comfort, reassurance and help from adults and peers when needed. They know and talk about the different factors that support their overall health and wellbeing. They recognise a range of basic emotions in themselves and in others and can react and respond appropriately. They understand and follow rules and help maintain the classroom environment with less prompting from adults.	Children decide on a model, prop or artwork they will make and produce a plan. They independently use a range of resources in the Construction and Studio Areas, and, with support, they use more complex tools such as: hammers, hand drills, screw drivers, saws and the glue gun safely and with increasing confidence. They skilfully shape materials with tools, join materials together, and finish their efforts by decorating in different ways. They return to, refine and can build on their previous learning/ideas.
Confident Cleopatra	**I see myself as a confident and reflective learner.**		**I move my body with control and express myself physically.**
	Children manage their own time and plan and execute their own learning through individual Play Projects. Children feel confident about coming up with their own ideas and now make more links between these. They have a real 'zest' for learning. They concentrate on achieving things important to them and freely use the learning environment to help them to do this. They share ownership of their learning environment by making choices about how spaces/resources are organised.		Children have the overall body strength, co-ordination, balance and agility needed to engage successfully in a range of large and fundamental movement activities, including climbing, riding and using balls. This is on display as children create their own dance routine, moving in time to the pulse of the music being listened to and physically responding to changes in the music, e.g. jump in response to loud / sudden changes in the music.
Happy Harriet	**I show kindness and work well with others.**		**I embrace cultures, traditions and my own community.**
	Children come together to develop or realise creative ideas or solve real problems, such as planning an event. E.g. within a small group, children talk about having an event and share ideas of what needs to be prepared. They listen to each other and learn that they may have different perspectives and ideas as their experiences might be different. They break their ideas down into tasks and then talk through who will do them. They work together, to make sure the event actually takes place.		Children enjoying exploring the local area and have a firm 'sense of place' - they understand who they are, where they live and where they go to school. They begin to link this knowledge to places further away and explore how they are the same and different. They know that people around the world have different beliefs, attitudes, customs, traditions and roles in society and understand why it is important to treat everyone with respect.

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	NURSERY		RECEPTION	
Term	**Autumn 1**	**Autumn 2**	**Autumn 1**	**Autumn 2**
I WONDER QUESTION	I wonder about me.	I wonder how we celebrate.	I wonder who lives there.	I wonder how we celebrate.
LETS EXPLORE BOOKS	The same but different	Dear Zoo and Dear Santa	Gruffalo	Stick Man
LETS EXPLORE PHONICS	Songs and Rhymes Environmental Sounds	Instrumental Sounds Body Percussion	Essential Letters and Sounds Phase 2	Essential Letters and Sounds Phase 3
LETS EXPLORE MATHS	Numbers to 3 (5)	Shapes and patterns	Reciting numbers to 10. Linking quantity and numeral, cardinal principle.	Subitising, 2D and 3D shapes, the language of maths.
LETS CREATE	Home corner / birthday role play	Pattern and colour	Imaginative and pretend play. Exploring different materials.	Drawing in detail, expressing emotions in drawings, colour and colour mixing.
LETS EXPLORE THE WORLD	School/family	Celebrations and festivals	Explore materials and their properties, life in different countries.	Respect and care for our environment,. Celebrating special times.
Term	**Spring 1**	**Spring 2**	**Spring 1**	**Spring 2**
I WONDER QUESTION	I wonder how things compare.	I wonder how it moves.	I wonder how it works.	I wonder how I explore the world around me.
LETS EXPLORE BOOKS	Owl Babies	The Train Ride	Whatever Next	Supertato
LETS EXPLORE PHONICS	Alliteration Voice Sounds	Rhythm and rhyme	Essential Letters and Sounds Phase 3	Essential Letters and Sounds Phase 3
LETS EXPLORE MATHS	Reinforce numbers to 5 Comparisons of measures	Positional language	The number zero, compositions of numbers to 5, 1 more/less, weight and length.	Capacity, comparing numbers, 3D shapes, decomposing shapes.
LETS CREATE	Instruments and dance	Collage/transient art/natural materials	Creating to represent ideas, listening to different sounds.	Sequencing events, comparing objects and numbers, number bonds within 10.
LETS EXPLORE THE WORLD	Differences/similarities in languages and the ways we celebrate	Pushes and pulls/floating and sinking	Differences in forces and materials, different occupations, observing carefully.	Using senses to explore – materials, forces.
Term	**Summer 1**	**Summer 2**	**Summer 1**	**Summer 2**
I WONDER QUESTION	I wonder how it grows.	I wonder who lives there.	I wonder how it changes.	I wonder how it travels.
LETS EXPLORE BOOKS	Plant the Tiny Seed	I am so Brave	The Very Hungry Caterpillar	We're Going on a Bear Hunt
LETS EXPLORE PHONICS	Phase 1 and oral segmenting and blending	Oral segmenting and blending Phase 2	Essential Letters and Sounds Phase 4	Essential Letters and Sounds Phase 5
LETS EXPLORE MATHS	More/fewer and oral number problems	Sequencing of events, numbers to 5 (10)	Compositions of numbers to 10, subtract, special reasoning skills.	Doubling, number bonds within 10, what is 10.
LETS CREATE	Colour mixing/drawing with intention and increased detail	Retelling stories through role and small world play	Playing instruments, different artists, the language of music.	Expressing our emotions in different ways, pitch, creating our own songs.
LETS EXPLORE THE WORLD	Plants/growing	Seasons and change/comparing places	Life cycles, different environments, growing and changing.	Simple maps, our past, special places.