

Beachborough School Curriculum Sheets – Reception (EYFS)

Subject	Autumn	Spring	Summer
Communication and Language	Provide opportunities for the children to discuss and develop their vocabulary in relation to activities carried out within school and at home. Develop the children's conversation when talking in groups and taking turns in conversations. Encourage careful listening to instructions and during activities.	Encourage the children to retell stories and events with greater details and accuracy and predict possible outcomes in the story. To develop descriptive vocabulary to extend conversations and explain where things are without pointing. To encourage the children to listen and discuss the poetry, stories and rhymes that we are reading and to listen to their peers' point of view.	To develop confidence when sharing conversations and to show awareness of the listener. To respond to what they hear with relevant questions or actions. To be able to respond appropriately when engaged in other activities. To develop an awareness of the correct tense when retelling events.
Literacy	Develop awareness of letters and their sounds. Introduce a variety of stories and other texts. Start to develop a sight vocabulary of high frequency words. Develop the children's understanding that writing is an important method of communicating. To introduce the children to blends in words.	To continue to develop letter sound awareness and writing skills. To develop an awareness of recording for different purposes. To encourage the children's exploration of books outside the reading scheme To introduce the children to non-fiction texts and poetry. To use phonic knowledge to write simple regular words. To develop an understanding of elements of stories such as main character and sequence of events.	To develop an awareness of punctuation. To begin to read some common irregular words. To continue to develop writing for different purposes. To be able to read and write simple sentences which can be read by themselves and others. Demonstrate an understanding when talking with other about what they have read. To be able to spell phonically regular words of more than one syllable.
Mathematics	Develop an awareness of positional vocabulary. Explore and develop repeating patterns. Develop an awareness of 2D and 3D shapes. Introduce the concept of measurement. Develop an awareness of reading and ordering numbers. Simple addition and subtraction using the correct vocabulary.	To understand the use of money in real life situations. To continue to develop number awareness and number operations. To develop an understanding of days of the week, months of the year and seasons. Simple addition and subtraction using the correct vocabulary.	To introduce sharing, halving and doubling. To begin to count in 2's, 5's and 10's. To extend understanding of numbers to 100. To use developing ideas to solve practical problems. Simple addition and subtraction using the correct vocabulary.
Understanding of the World	Introduce the children to a variety of food and cultures through their topic activities. Healthy eating. Look closely at patterns and change in our natural World focussing on seasons.	To learn to programme toys. To begin to use the computer to create pictures and develop an understanding of how to use the tools available. To develop an understanding of animals from the past and why things have changed. Dinosaurs – types, habitats and diet How do we know they existed compare with some animals today.	To be able to program Bee Bots. To be able to use an iPad to take photos and videos. Ability to talk about features of their own environment and how environments might vary from one another. Ability to make observations of animals and plants. Notice differences between themselves and communities. Study of the Rainforest.
Expressive Arts and Design	Develop observational skills and to express observations through different mediums. Stimulate the children's imagination to express themselves. Constructs with a purpose in mind using a variety of resources. Develop a repertoire of songs and be introduced to a range of instruments and their sounds. Exploring different sounds.	To safely use and explore a variety of materials, tools and techniques. Experimenting with colour, design, texture, form and function. Represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories. Introduce storyline or narrative into our play. Playing cooperatively to develop and act out a narrative.	To explore a variety of creative styles. To explore colour, texture, shape, form and space in two and three dimensions. To allow the children to develop their designing skills. Sing songs, make music and dance. Experiment with ways of changing them. Use what they have learnt about media and materials in original ways, thinking about uses and purposes.
Physical Development	Develop gross motor skills of running, jumping, skipping, throwing and catching. Develop balance skills. Develop aiming activities for throwing and catching. Develop fine motor skills when controlling small equipment. Develop pencil control and letter formation skills. Develop an awareness of how to stay safe during activities. Become more independent in their personal hygiene.	To continue the development of hand, foot and eye coordination. To develop skills in team games. To continue to develop throwing, catching and kicking skills. To continue to work to improve the clarity of letter formation with correct pencil grip.	To become aware of the importance of keeping healthy through exercise. To develop teamwork in team games. To develop confidence and control working with large and small tools and equipment. Awareness of the need for safety when tackling new challenges and considers and manages some risks.

Personal social and Emotional Development	Develop confidence when settling into the Reception environment and routines. Encourage the children's use of manners. Explore feelings. Develop social skills within the classroom when working with others. To be aware of boundaries set and behavioural expectations in the setting.	To develop an awareness of how we should show empathy for other people's needs and feelings. To encourage the children to discuss and share their ideas in familiar groups. To develop an understanding of how our actions can affect other people and their feelings.	To consider other's ideas during activities. To develop confidence in participating in new activities. To be able to ask for help and support when necessary To be able to discuss and understand the reason for rules in an environment and the consequences for breaking these rules.
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Beachborough School Curriculum Sheets – Pre-Prep 1

Subject	Autumn	Spring	Summer
English	Phonics – group work following Monkey Spelling Programme. Language - Punctuation, grammar and handwriting, through the themes of stories with familiar settings and information texts.	Phonics – group work following Monkey Spelling Programme. Language - Punctuation, grammar and handwriting, through the themes of stories by Julia Donaldson and Eileen Browne and Poetry.	Phonics – Group work following Monkey Spelling Programme and Song of Sounds. Language - Punctuation, grammar and handwriting through the theme of stories, linking to iconic Scientists and Inventors. Recounts, comprehension, poetry, speaking and listening.
Maths	Number- counting, reading, writing and ordering numbers to 20. To begin to understand place value. Measure – measuring, using both uniform non-standard units and standard units. Shape - Name and describe properties of 2D shape. Time – Ordering days, weeks and months. Money – recognise and order coins to £1.	Number - Counting in 2s, 5s and 10s, counting on and back, doubling numbers. Measure – length using standard and non-standard units. Weight – comparing and measuring using uniform non-standard units. Shape - Name and describe properties of 3d shape. Time – Ordering days of the week and months of the year.	Number - understand place value and identify 10s and 1s. Find half of numbers to 10 and 20; identify even numbers. Counting in 2s, 5s and 10s, counting on and back, doubling numbers. Measure – length using standard and non-standard units. Weight – comparing and measuring using uniform non-standard units. Money – recognise and know value of coins 1p–£2 and £5 and £10 notes. Solve problems using coins. Shape-recognise halves and quarters of shapes. Time - recognise half hour and quarter hour on analogue clocks, times on digital clocks, begin to recognise 24 clock. Data Handling - read block graphs; read, interpret and create a pictogram. Solving word problems, multiplication and division of equal amounts.
Science	Plants –Identify basic common features of plants including trees. Looking at nocturnal animals. Seasons – identifying features of Autumn. Materials - Types of materials, materials for a specific use. Identifying parts of the body.	Seasons – identifying features of Spring. Animals including Humans – Identify and label basic body parts. Senses – To say which part of the body is linked to each sense. Animals – Name a variety of common animals. To identify carnivores, herbivores and omnivores.	Seasons-. Identifying features of Summer. Plants – to identify a variety of common wild and garden plants including trees and their structure, linking to iconic Scientists. Mini beasts - Life Cycle of a Mini Beast, a butterfly and a frog.
Topic	Medieval Castles: Discovering how homes and lives have changed by looking at Medieval Life. An introduction to how castles were attacked and defended, using vocabulary related to Medieval castles.	Children around the world: Looking at the lives of children around the world to discover the differences and similarities with us. Finding out about food, games, school, homes and families.	Iconic Scientists and Inventors: Learning about Canals and working narrowboats from the Victorian era. Finding out how what a canal is and how they were built. The different types of narrowboats and how they moved. What costumes people wore and their lifestyle. Discovering how locks work and how canals have changed through history.
French	Greetings, Bonjour (comment ça va etc...), colours, numbers, Dizaines, Noel en France	Pets animals, farm animals, members of the family, body parts, face, fruits	Pencil case, classroom, subjects, transports, house
Art	Observational drawings of castles in pencil and pastels. Designing and creating crowns. Split –pin knights, firework paintings. Christmas art, collage Nativity Characters. Symmetrical painting, designing illuminating letters. 3D Gingerbread person. Rangoli patterns.	Cross curricular Maths topic and science art work. Material collages, painting - world map and flags. Aboriginal Art - Pictures and patterns using concentric shapes and circles`. Split pin bodies. Valentine's Day baskets. Paper dolls (Julia Donaldson). Class collage of the Gruffalo. Mother's Day cards. Mod rock Easter chicks.	Silhouettes and portraits. Narrow boats, Roses and castles painting. Still life sketching of roses. Collage of Rainbow Fish. Father's Day card. Colour theory, colour wheel/ primary/secondary and complimentary colours.

Music	Identifying different sounds. Changing and using sounds expressively in response to a stimulus. Exploring Duration - discriminating between longer and shorter sounds, using them to create interesting sequences of sound. Singing songs, chants, raps & rhythm games using names; hobbies etc to get to know each other. Learning songs for Christmas Nativity Play	Exploring Pitch - discriminating between higher and lower sounds. Creating simple melodic patterns. Exploring Instruments & Symbols- recognising different ways sounds are made and changed and to name, and know how to play, a variety of classroom instruments. Singing songs, chants, raps & rhythm games	Exploring pulse & rhythm - recognising the difference between beat and rhythm. Performing with a sense of beat. Exploring timbre; tempo & dynamics. Singing songs, chants, raps & rhythm games
Physical Education	Games – Improving the fundamental motor skills of kicking, catching, throwing, jumping, dodging and running and applying the skills in a competitive environment. Gymnastics	Games – Whistle Skills including learning to stop and listen. Working as a team including communication. Ball skills including dribbling, passing and bouncing	Games – Acquiring and developing the fundamental Athletic skills of running, jumping and throwing over various distances and disciplines. Preparing pupils for the skills required to participate in Sports Day.
Computing	Using programmable toys and using the simulations in 'Kodable', solving problems and answering questions to complete the program.	Illustrating an eBook and finding images using the web.	Using the simulations in 'Sherston Coding', solving problems and answering questions to complete the program.

RS	Christianity – The Creation story – Does God want Christians to look after the world? The Christmas story- What gift would you give to Jesus if he had been born in my town, not Bethlehem.	Judaism – Chanukah –Does celebrating Chanukah make Jewish children feel closer to God? Christianity – Easter Palm Sunday – why was Jesus welcomed like a king by crowds on Palm Sunday?	Judaism – Shabbat –Is Shabbat important to Jewish children? Christianity – Jesus as a friend – was it always easy for Jesus to show friendship?
PSHE	Being in my World and celebrating difference. Helping others to feel welcome, trying to make our school community a better place, thinking about everyone's right to learn, caring about other people's feelings, working well with others and choosing to follow our Learning Charter.	Dreams and Goals. Healthy Me. Staying motivated when doing something challenging. Working well with a partner in a group and having a positive attitude. Helping others to achieve their goals.	Relationships and Changing Me. Know how to make friends and solve problems when they occur. Help others to feel part of a group and show respect for our friends. Understand that everyone is special and unique. To express feelings of worry when changes happen. To understand and respect the changes that they see in other people.
Drama	Using our bodies to show expression. Responding to stories and empathising with characters.	Empathising with situations they can relate to. Little Red Riding Hood. Dance work around their senses.	The Giants' Shoes, The Toy shop and other longer stories that encourage children in role.
Wellbeing			

Beachborough School Curriculum Sheets – Pre-Prep 2

Subject	Autumn	Spring	Summer
English	<p>Creative Writing, Grammar and Punctuation: through the themes of Recounts and Diaries, Postcards and Letters, instructions and Poetry. Emphasis placed on:</p> <ul style="list-style-type: none"> • How to use punctuation correctly, including capital letters, full stops, question marks and exclamation marks • Commas in lists • Identifying and using different types of sentences: statement, question, command • Using conjunctions 'and', 'or', 'but' to join sentences • Using 'when', 'because', 'if', 'where' etc. to create subordinate clauses • Identifying nouns, verbs and adjectives • Identifying and past and present tenses • Punctuation in poetry • The terms rhyme and verse <p>A cursive style of handwriting is encouraged. Phonics: Group work following Song of Sounds Spelling programme. Individual and Guided Reading.</p>	<p>Creative Writing, Grammar and Punctuation: through the themes of Instructions, Descriptive Writing involving Fantasy and Humorous Poems. Emphasis placed on handwriting, punctuation, sentence structure, types of sentences, nouns, verbs, adjectives, connectives and rhyme. Phonics: Group work following bespoke Monkey Spelling programme. Individual and Guided Reading.</p>	<p>Creative Writing, Grammar and Punctuation, Comprehension: through the theme of Explorers. Letter and descriptive writing, focusing on noun phrases, adverbs and connectives, with continued emphasis on handwriting, punctuation, sentence structure, types of sentences and spelling, following the 'Song of Sounds' scheme and bespoke Monkey Spelling programme. Individual and Guided Reading.</p>
Maths	<p>Following: Maths – No Problem! Incorporating the use of concrete aids and manipulatives, problem-solving, group and independent work. Numbers to 100: counting to 100, place value, comparing numbers, number bonds and number patterns. Addition and Subtraction: simple adding, adding with renaming, simple subtracting, subtracting with renaming, addition of three numbers. Multiplication of 2, 5 and 10: multiplication as equal groups, 2x table, 5x table, 10x table, multiplying by 2, 5 and 10, solving word problems.</p>	<p>Multiplication and Division of 2, 5 and 10: grouping, sharing, dividing by 2, 5 and 10, multiplication and division, solving word problems, odd and even numbers. Length: measuring length in metres and centimetres, comparing length in metres and centimetres, comparing the length of lines, solving word problems. Mass: measuring mass in kilograms and grams, comparing the mass of two and three objects, solving word problems. Temperature: reading temperature, estimating temperature. Picture Graphs: reading picture graphs.</p>	<p>2-D Shape: identifying sides, identifying vertices, identifying lines of symmetry. 3-D Shape: recognition, describing, grouping, forming structures and making patterns. Fractions: making equal parts, showing halves, quarters and thirds, naming fractions, making equal fractions, comparing and ordering fractions, counting wholes and parts, counting in halves, quarters and thirds, finding part of a set, finding part of a quantity. Time: telling and writing time to 5 minutes, sequencing events, drawing clock hands, finding durations of time, finding starting and ending times, comparing times. Money: writing amounts of money, counting money, showing equal amounts of money, exchanging money, comparing amounts of money, calculating the total amount and the change, solving word problems.</p>
Science	<p>Plants: Monitoring seasonal changes and plant survival. Materials: reflecting on the uses and properties of materials by thinking scientifically and carrying out investigations to find out about natural/man-made materials, absorbency, waterproofing, changing shape, durability and toughness, strength, rigidity and elasticity. Making links with Topic and the Great Fire of London.</p>	<p>Animals, including humans: exploring and comparing the differences between things that are living, dead and things that have never been alive. Finding out about and describing the basic needs of animals, including humans, for survival. Healthy Living to include food groups, diet, keeping fit and cleanliness. The safe use of medicines.</p>	<p>Living things, Habitats and Food Chains: Plants - to find out about the different parts of a plant; to find out and describe how plants need water, light and a suitable temperature to grow and stay healthy; to observe how seeds and bulbs grow into mature plants. Habitats - to identify and name a variety of plants, animals and minibeasts in their habitats, including microhabitats. Food Chains – to describe how animals obtain their food from plants and other animals, using the idea of a simple food chain.</p>

Topic	The Great Fire of London: The work links important events beyond living memory during the time of the Stuarts, including The Great Fire of London and The Gunpowder Plot with famous people, e.g. James I, William Shakespeare, Charles I, Charles II, Thomas Farnor, Samuel Pepys and Robert Huwbert. Children develop their sense of chronology and consider why the event happened; it's results; and the different way it is represented. The children listen to and interpret stories, as well as more primary and secondary sources, to gain a deeper understanding of the past. They should show an understanding of how these sources can help them to know and comprehend key features of events. Children go into more detail about the causes of events or reasons why people did things and the changes or consequences they caused in society. Children progress from asking and answering simple questions about events or stories from the past, to using different sources of information to be able to make their own enquiries and deduce the answers.	Space: naming the planets in the solar system, recalling facts about each planet. Discovering the history behind the Space Race and the first astronauts. Exploring space travel and survival in space. The Earth's Extreme Climates: exploring and identifying features of the Polar Regions, Deserts and Rainforests.	Explorers: what is an explorer? Introduction to Matthew Rutherford as the first person to sail alone and nonstop around North and South America. Map out his journey and find out about his Ocean Research Project dedicated to science, education and exploration. Who was Gerald Durrell and why is he famous? Timeline of his life. The 'Durrell Trust'.
French	Greetings, colours, numbers, tens, animals, family, school subjects, pencil case, in class, Christmas in France	Where I live, clothes, parts of the body, pains, face, descriptions, personality	Weather, house, bedroom, town, wild animals, farm animals, snacks.
Art / Design & Technology	Art: support the development of creativity through cross-curricular links including: Paintings of the Great Fire of London and junk modelling. Jenny Murphy Christmas Art Projects.	Design and Technology: understanding what 'technology' is. To use tech card and simple mechanisms to design and construct a space buggy. To design and construct a pop-up page for an 'Extreme Climates' children's book.	Art: developing observational skills and learn sketching techniques through pencil drawings of plants and flowers. To develop painting techniques by producing colour washes and sponging. To learn some clay techniques (rolling, squeezing, pulling, pinching, moulding, carving) and to use simple tools to make clay minibeasts.
Music	Building on Exploring Duration. Discriminating between longer and shorter sounds and using them to create interesting sequences of sound – rhythm patterns. Exploring Instruments & Symbols. Recognising different ways sounds are made and changed. Name, and know how to play, a variety of classroom instruments. Singing songs, chants, raps & rhythm games using names and hobbies etc. to get to know each other Learning songs for Christmas Nativity Play.	Building on Exploring timbre; tempo & dynamics. Exploring Pitch. Discriminating between higher and lower sounds. Creating simple melodic patterns. Singing songs, chants, raps & rhythm games, rounds & call & response songs.	Building on Exploring pulse & rhythm. Recognising the difference between beat and rhythm. Performing with a sense of beat. Exploring Sounds. Identifying different sounds. Changing and using sounds expressively in response to a stimulus. Singing songs, chants, raps & rhythm games, rounds & call & response songs. Simple 2-part songs.
Physical Education	Improving the fundamental motor skills of kicking, catching, throwing, jumping, dodging and running before applying these skills in a competitive environment. After half term, the children will be placed in mixed ability groups to play 2 weeks of rugby, football and netball.	Team Sports – Understanding and roles played within a team. Working together and co-operation. Consolidation of whistle skills and ball skills. The boys will begin to learn football and the girls will begin to play netball.	Games – Further developing the fundamental Athletic skills of running, jumping and throwing over various distances and disciplines. Introducing scoring, timing and measuring. Preparing pupils for the skills required to participate in their events at Sports Day.
Computing	Exploring how computer games work. Using the simulations in 'Kodable', solving problems and answering questions to complete the program.	Researching a topic and programming on screen.	Using the simulations in 'Sherston Coding', solving problems and answering questions to complete the program.

RS	Is it possible to be kind to everyone all of the time? Why did God give Jesus to the world?	How special is the relationship Jews have with God? Is it true that Jesus came back to life again?	How important is it for Jewish people to do what God has asked them to do? What is the best way for a Jew to show commitment to God?
PSHE	Being in my World and celebrating difference. Helping others to feel welcome, trying to make our school community a better place, thinking about everyone's right to learn, caring about other people's feelings and working well with others.	Dreams and Goals. Healthy Me. Staying motivated when doing something challenging. Working well with a partner in a group and having a positive attitude. Helping others to achieve their goals.	Relationships Changing Me
Drama	Empathising and reacting to the Great Fire of London. Town criers and Escape from the Fire! Learning to collaborate in a Christmas Play performance.	Space Travel and discoveries. Encouraging imagination and role play.	The Victorians – an exhibitionist at the Great Exhibition. Life in a Victorian times as a working child.
Wellbeing	Getting to know you, Changes, Feelings, Worries, Sensory Walks and Year Group Celebrations.		