Curriculum intent statement

WHY?

The foundation of Whitegate End‘s curriculum has been built upon the following values;

\* We nurture

\* We act with integrity

\* We show determination

Our inclusive Curriculum provides all children with a sense of belonging and an understanding of the contribution they can make to their Community and the wider world.

Our curriculum reflects the importance of play and oracy, and ensures children have the ambition and aspirations to form opinions and stand up for what they believe in.

Curriculum coverage

HOW?

The curriculum is carefully planned for and sequenced in accordance with what we know about early childhood development.

The Characteristics of Effective learning (CoEL) are a high priority and are introduced through the Learning Dinosaurs; Explorosaurus, Solvosaurus Rex, Pretendactyl, Pridosaur and Tryceratops. During the first half term children learn to identify the qualities of each dinosaur and adults spend much of their time within the provision; building relationships, nurturing friendships, modelling play and good communication skills, and promoting independence within the setting.

The Rainbow Challenges are initially used as a tool for embedding the CoEL. There are six challenges set each week, five of which the children have to seek out and complete within the indoor and outdoor provision and one is adult led. During the second half term the provision-based Rainbow Challenges are linked closely to the Learning Dinosaurs and give the children the opportunity to put the characteristics of effective learning (CoEL) into practice. The environment remains a priority although adults begin to deliver objective led activities as expectations of the children’s independence grow.

Once the children are demonstrating a willingness to try to new things, are not afraid of failure, are able to explore solutions to their problems and show pride in their achievements The Rainbow Challenges shift focus to an observational approach. Each challenge is planned from collected observations of the children which highlight specific interests or ideas, misconceptions and needs within the setting. We aim to ensure each child ‘inspires’ at least one challenge each term.

When the children have become masters of the indoor and outdoor provision, adults in all areas of the unit will deliver objective led activities which include mark making and writing, a high quality text focus, maths and a ‘Wonder’. ‘Wonders’ come from an exploration of a range of non-fiction texts where children share any questions or ‘wonders’ that arise. Each week a child’s wonder will be explored through an adult led activity.

Basic provision is the open-ended resources in which we provide a foundation for play. Basic provision is changed at the end of each term and is enhanced with planned play-ideas, weekly, based on observations of the children.

The learning through play approach that is embedded into the WGE curriculum, across all year groups, is based upon the 4 stages of conscience competence (see appendix 1) and is designed to give children the opportunity to practise resilience.

At WGE we ensure that children are given opportunities to retrieve their knowledge from past learning and is build into everyday practise.

Year A

Autumn one

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Nursery | | | | | | | | |
| C&L | PSED | PD | | Lit | Math | | UW | EAD |
| Sing a large repertoire of songs.  Enjoy listening to stories and can remember much of what happens. | Increasingly follow rules, understanding why they are important. | Choose the right resources to carry out their own plan  Use large-muscle movements to wave flags and streamers, paint and make marks.  Go up steps and stairs, or climb up apparatus, using alternate feet. | | Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing | Develop fast recognition of up to 3 objects, without having to count them individually (‘subitising’)  Say one number for each item in order: 1,2,3,4,5.  Recite numbers past 5.  Know that the last number reached when counting a small set of objects tells you how many there are in total (‘cardinal principle’). | | (Aut 2) | Take part in simple pretend play, using an object to represent something else even though they are not similar  Explore different materials freely, to develop their ideas about how to use them and what to make.  Listen with increased attention to sounds. |
| Reception | | | | | | | | |
| C&L | PSED | PD | | Lit | Math | | UW | EAD |
| Learn new vocabulary.  Engage in story times.  Listen carefully to rhymes and songs, paying attention to how they sound.  Understand how to listen carefully and why listening is important  Develop social phrases | Manage their own personal hygiene | Progress towards a more fluent style of moving, with developing control and grace.  Further develop the skills they need to manage the school day successfully: - lining up and queuing – mealtimes  Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor | | Read individual letters by saying the sounds for them  Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.  **Read words consistent with their phonic knowledge by sound-blending.** | Count objects, actions and sounds.  Link the number symbol (numeral) with its cardinal number value.  Subitise.  Count beyond ten. | | (Aut 2) | Develop storylines in their pretend play  Explore and engage in music making and dance, performing solo or in groups |
| Stage of writing process |
| Stage 1: Gross motor skills  Stage 2: Bilateral integration |
|  | | | | | | | | |
| Topic | Texts | | Nursery objectives covered | | | Reception objectives covered | | Notes/Ideas |
| We are Bucket Fillers!  (including Dinosaur Learning) | Have You Filled a Bucket Today? Carol McCloud  The Smeds and The Smoos, Julia Donaldson  Freddie and the Fairy, Julia Donaldson  The Lion inside, Rachel Bright  Ruby’s Worry, Tom Percival  Augustus’ Smile, Catherine Rayner  The Ugly Duckling  Elmer series | | PSED Focus | | | PSED Focus | | Introducing CoEL dinosaurs  Elmer Day |
| Develop their sense of responsibility and membership of a community  Talk about their feelings using words such as happy, sad, angry, worried  Understand gradually how others might be feeling | | | See themselves as a valuable individual  Build constructive and respectful relationships  Express feelings and consider the feeling of others  Identify and moderate their own feelings socially and emotionally  Show resilience and perseverance in the face of challenge  Think about the perspective of others | |

Autumn two

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| Nursery | | | | | | | | |
| C&L | PSED | PD | | Lit | Math | | UW | EAD |
| Use talk to organise themselves and their play. | Select and use activities and resources, with help when needed, to help them achieve a goal they have chosen, or one which is suggested to them.  Become more outgoing with unfamiliar people, in the safe context of their setting. | Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm | | Engage in extended conversations about stories, learning new vocabulary. | Show ‘finger numbers’ up to 5.  Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.  Experiment with their own symbols and marks as well as numerals.  Compare quantities using language: ‘more than’, ‘fewer than’. | | (See topic plan below) | Explore colour and colour-mixing  Remember and sing entire songs.  Sing the melodic shape of familiar songs. |
| Reception | | | | | | | | |
| C&L | PSED | PD | | Lit | Math | | UW | EAD |
| Engage in non-fiction books  Use new vocabulary through the day.  Learn rhymes, poems and songs | **Form positive attachments to adults and friendships with peers.**  **Show sensitivity to their own and to others’ needs.**  **Explain the reasons for rules, know right from wrong and try to behave accordingly** | Revise and refine the fundamental movement skills they have already acquired.  Develop the overall body strength, co-ordination, 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  Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group  Develop their small motor skills so that they can use a range of tools competently, safely and confidently. | | Read some letter groups that each represent one sound and say sounds for them.  Read a few common exception words matched to the school’s phonic programme.  Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment  **Say a sound for each letter in the alphabet and at least 10 digraphs.** | Compare numbers  Explore the composition of numbers to 10  Understand the ‘one more than/one less than’ relationship between consecutive numbers.  Automatically recall number bonds for numbers 0-5 and some to 10  **Subitise (recognise quantities without counting) up to 5.**  **Verbally count beyond 20, recognising the pattern of the counting system.** | | (See topic plan below) | Explore, use and refine a variety of artistic effects to express their ideas and feelings  Sing in a group or on their own, increasingly matching the pitch and following the melody |
| Stage of writing process |
| Stage 3: Fine motor skills  Stage 4: Dexterity |
|  | | | | | | | | |
| Topic | Texts | | Nursery objectives covered | | | Reception objectives covered | | Notes/Ideas |
| Living in a Material World  This topic is the foundation of the whole school Geography sequence (See appendix 2 and 3) | Izzy Gizmo, Pip Jones  The Building Boy, Ross Montgomery  What We’ll Build, Oliver Jeffers  Fairy Science, Ashley Spires  Let’s Build a House, Mick Manning  The Three Little Pigs  The Billy Goats Gruff  The Elves and the Shoemaker | | UW Focus | | | UW Focus | | Rainbow challenges to link to dinosaurs  Nursery Rhyme week (November) include signing |
| Use all senses in hands on exploration of natural materials  Explore collections of materials with similar/different properties  Talk about what they see and the differences between materials using a wide vocabulary  Explore how things work  Explore and talk about different forces they can feel | | | Explore the natural world around them | |

Spring 1

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| Nursery | | | | | | | | |
| C&L | PSED | PD | | Lit | Math | | UW | EAD |
| Understand a question or instruction that has two parts.  Pay attention to more than one thing at a time. | Remember rules without needing an adult to remind them.  Show more confidence in new social situations. | Start taking part in some group activities which they make up for themselves which are related to music.  Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. | | Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother | Understand position through words alone – for example, “The bag is under the table,” – with no pointing  Discuss routes and locations, using words like ‘in front of’ and ‘behind’  Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like ‘pointy’, ‘spotty’, ‘blobs’ etc.  Describe a familiar route. | | (See topic plan below) | Create closed shapes with continuous lines, and begin to use these shapes to represent objects.  Sing the pitch of a tone sung by another person (‘pitch match’).  Join different materials and explore different textures |
| Reception | | | | | | | | |
| C&L | PSED | PD | | Lit | Math | | UW | EAD |
| Connect one idea or action to another using a range of connectives  Listen to and talk about stories to build familiarity and understanding.  Use new vocabulary in different contexts. | **Work and play cooperatively and take turns with others**  **Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.**  **Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.** | Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.  **Use a range of small tools, including scissors, paintbrushes and cutlery.** | | Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words  Form lower-case and capital letters correctly  **Write recognisable letters, most of which are correctly formed.**  **Spell words by identifying sounds in them and representing the sounds with a letter or letters.** | Select, rotate and manipulate shapes to develop spatial reasoning skills.  Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. | | (See topic plan below) | Return to and build on their previous learning, refining ideas and developing their ability to represent them  Listen attentively, move to and talk about music, expressing their feelings and responses  **Sing a range of well-known nursery rhymes and songs.** |
| Stage of writing process |
| Stage 5: Letter formation  Stage 6: Segmenting  Labels and captions  Lists |
|  | | | | | | | | |
| Topic | Texts | | Nursery objectives covered | | | Reception objectives covered | | Notes/Ideas |
| All Around the World | Martha Maps it out, Leigh Hodgkinson  The Nature Girls, Delphine Mach  A Ticket Around the World, Natalia Diaz  The Suitcase, Chris Naylor  Rosie’s Walk  The Gingerbread Man | | UW Focus | | | UW Focus | | Celebration of different countries week |
| Contribute developing positive attitudes about the differences between people  Know that there are different countries in the world and talk about the differences they have experienced or seen in photos | | | Draw information from a simple map  Understand that some places are special to members of their community  Recognise that people have different beliefs and celebrate special times in different ways  Recognise similarities/differences between life in this country and life in other countries  **Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.**  **Know some similarities and differences between different religious and cultural communities in this country, drawing on** **their experiences and what has been read in class.** | |

Spring 2

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| Nursery | | | | | | | | |
| C&L | PSED | PD | | Lit | Math | | UW | EAD |
| Use longer sentences of four to six words  Start a conversation with an adult or a friend and continue it for many turns  Know many rhymes, be able to talk about familiar books, and be able to tell a long story. | Play with one or more other children, extending and elaborating play ideas.  Be increasingly independent in meeting their own care needs. | Skip, hop, stand on one leg and hold a pose for a game like musical statues  Collaborate with others to manage large items  Show a preference for a dominant hand | | Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing ‘m’ for mummy. | Talk about and explore 2D and 3D shapes using informal mathematical language: ‘sides’, ‘corners’; ‘straight’, ‘flat’  Make comparisons between objects relating to size, length, weight and capacity.  Select shapes appropriately: flat surfaces for building, a triangular prism for a roof  Combine shapes to make new ones | | (See topic plan below) | Use drawing to represent ideas like movement or loud noises.  Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.  Play instruments with increasing control to express their feelings and ideas. |
| Reception | | | | | | | | |
| C&L | PSED | PD | | Lit | Math | | UW | EAD |
| Describe events in some detail.  Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.  Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.  Listen to and talk about non-fiction to develop a deep familiarity with new knowledge and vocab. | **Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.**  **Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly** | Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.  Develop the foundations of a handwriting style which is fast, accurate and efficient.  **Begin to show accuracy and care when drawing.**  **Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.** | | 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.  **Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.**  **Anticipate key events in stories.** | Continue, copy and create repeating patterns.  Compare length, weight and capacity | | (See topic plan below) | Create collaboratively, sharing ideas, resources and skills  Watch and talk about dance and performance art, expressing their feelings and responses  **Make use of props and materials when role playing characters in narratives and stories.** |
| Stage of writing process |
| Stage 7: Tricky words    Stage 8: Sentence building  Labels and captions  Descriptions |
|  | | | | | | | | |
| Topic | Texts | | Nursery objectives covered | | | Reception objectives covered | | Notes/Ideas |
| This is Our Family  (including Keeping Healthy)  This topic is the foundation of the whole school History sequence (See appendix 4 and 5) | In Every House On Every Street, Jess.  Grandad’s Island, Benji Davies  The Pirate Mums, Jodie Lancet-Grant  The Invisible String, Patrice Karst  The Invisible, Tom Percival  Dragon Post, Emma Yarlett  What Will I Be? Frances Stickley  Oliver’s vegetables  Handa’s Surprise  Little Red Riding Hood  The Three Bears | | UW Focus | | | UW Focus | | Visits from public service personnel  The Secret Reader  Sponsored vegetable tasting week |
| Being to make sense of their own life-story and family’s history  Show interest in different occupations | | | Talk about members of their immediate family and community  Name and describe people who are familiar to them  **Understands the importance of healthy food choices**  **Talk about the lives of the people around them and their roles in society** | |

Summer 1

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Nursery | | | | | | | | |
| C&L | PSED | PD | | Lit | Math | | UW | EAD |
| Use a wider range of vocabulary.  Understand ‘why?’ questions. | Develop appropriate ways of being assertive.  Talk with others to solve conflicts. | Continue to develop their movement, balancing, riding and ball skills.  Use one-handed tools and equipment, for example, making snips in paper with scissors. | | Write some letters accurately | Solve real world mathematical problems with numbers up to 5.  Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...’ | | (See topic plan below) | Develop their own ideas and then decide which materials to use to express them  Respond to what they have heard, expressing their thoughts and feelings  Create their own songs or improvise a song around one they know. |
| Reception | | | | | | | | |
| C&L | PSED | PD | | Lit | Math | | UW | EAD |
| Ask questions to find out more and to check they understand what has been said to them.  **Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.**  **Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary**  **Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.** | **Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.** | Develop overall body-strength, balance, co-ordination and agility.  **Negotiate space and obstacles safely, with consideration for themselves and others.**  **Demonstrate strength, balance and coordination when playing.**  **Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.** | | **Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.**  **Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.**  **Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play**. | **Have a deep understanding of number to 10, including the composition of each number.**  **Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.** | | (See topic plan below) | **Share their creations, explaining the process they have used.**  **Invent, adapt and recount narratives and stories with peers and their teacher.**  **Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.** |
| Stage of writing process |
| Stage 8: Sentence building  Descriptions  Story (retell)  Recount |
|  | | | | | | | | |
| Topic | Texts | | Nursery objectives covered | | | Reception objectives covered | | Notes/Ideas |
| Back in Time | The Story Machine, Tom McLaughlin  Step Inside Homes Through History, Goldie Hawk  Just Like Grandpa Jazz, Tara Gear  The Darkest Day, Chris Hadfield  Taking Flight, Adam Hancher  Dinosaur Lady, Linda Skeers  The Little Red Hen  Hansel and Gretel | | UW Focus | | | UW Focus | | Source a type writer  Moon landing  The Wright Brothers – First flight  Mary Anning - First palaeontologist  Dinosaur Week  The Runway Visitors Park visit |
| Being to make sense of their own life-story and family’s history | | | Comment on images of familiar situations in the past  Compare and contrast characters from stories, including figures from the past  **Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.**  **Understand the past through settings, characters and events encountered in books read in class and storytelling.** | |

Summer 2

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| Nursery | | | | | | | | |
| C&L | PSED | PD | | Lit | Math | | UW | EAD |
| Develop their pronunciation but may have problems saying some sounds (r, j, the, ch, sh) and multisyllabic words  Be able to express a point of view and to debate when they disagree with an adult or a friend  Develop their communication, but may continue to have problems with irregular tenses and plurals. | Find solutions to conflicts and rivalries. | Use a comfortable grip with good control when holding pens and pencils  Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips | | Write some or all of their name. | Extend and create ABAB patterns – stick, leaf, stick, leaf.  Notice and correct an error in a repeating pattern. | | (See topic plan below) | Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.  Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park.  Draw with increasing complexity and detail, such as representing a face with a circle and including details. |
| Reception | | | | | | | | |
| C&L | PSED | PD | | Lit | Math | | UW | EAD |
| **Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.**  **Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher**  **Make comments about what they have heard and ask questions to clarify their understanding.** | **ALL ELGs** | **ALL ELGs** | | **Write simple phrases and sentences that can be read by others.** | **Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.**  **Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.** | | (See topic plan below) | **Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.** |
| Stage of writing process |
| Stage 8: Sentence building  Story (retell)  Recounts  Poetry  Letters |
|  | | | | | | | | |
| Topic | Texts | | Nursery objectives covered | | | Reception objectives covered | | Notes/Ideas |
| Planet Protectors | Charlie Crow in the Snow, Paula Metcalf  The Blue Giant, Katie Cottle  Tree, Patricia Hegarty  10 Thing I Can Do to Help the World, Melanie Walsh  Little Bears Spring, Elli Woolard  Michael Recycle, Alexandra Colombo  The Enormous Turnip  Jack and the Beanstalk | | UW Focus | | | UW Focus | | Bee Week  Beach Trip |
| Plant seeds and care for growing plants  Understand the key features of the life cycle of a plant and animal  Begin to understand the need to respect and care for the natural environment  Talk about changes they notice | | | Describe what they feel, see and hear whilst outside  Recognise that some environments are different to the one in which they live  Understand the effect of seasons on the natural world around them  **Explore the natural world around them, making observations and drawing pictures of animals and plants.**  **Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.**  **Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.** | |

Year B

Appendix