



Sancton Wood School
Curriculum Overview
2024-25
EYFS: Reception

Prime Areas of Learning

Communication Language and Literacy

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

Personal, Social, Emotional Development

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

Physical Development

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives⁶. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

Specific Areas of Learning

Literacy

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

Maths

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

Understanding the World

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Expressive Art and Design

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

Early Learning Goals

At the end of Reception, children at the expected level of development will;

Communication and Language

Listening, Attention and Understanding

- 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.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Speaking

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- 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.

Understanding the World

Past and Present

- Talk about the lives of the people around them and their roles in society.
- 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.

People, Culture and Communities

- 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.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

The Natural World

- 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.

Personal, Social and Emotional Development

Self-Regulation

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- 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.

Managing Self

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Building Relationships

- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others' needs.

Expressive Arts and Design

Creating with Materials

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters in narratives and stories.

Being Imaginative and Expressive

- Invent, adapt and recount narratives and stories with peers and their teacher.
- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

Mathematics

Number

- Have a deep understanding of number to 10, including the composition of each number.
- Subitise (recognise quantities without counting) up to 5.
- 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.

Numerical Patterns

- Verbally count beyond 20, recognising the pattern of the counting system.
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Physical Development

Gross Motor Skills

- 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.

Fine Motor Skills

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paintbrushes and cutlery.
- Begin to show accuracy and care when drawing.

Literacy

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, non-fiction, rhymes and poems and during role play.

Word Reading

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Writing

- 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.
- Write simple phrases and sentences that can be read by others.

RS and PSHCEE

Michaelmas 1	Michaelmas 2	Lent 1
Hindism celebration: Sharad Why we celebrate the harvest	Diwali Nativity Story and performance	Luna New Year Shrove Tuesday
Lent 2	Summer 1	Summer 2
Easter traditions	Celebrating different faiths A simple introduction to Islam, Hinduism, Buddhism, Christianity through their creation stories	Places of worship
Michaelmas 1	Michaelmas 2	Lent 1
Beginning and Belonging	Family and Friends & My Emotions	Diversity and Identities & Me and My World
Lent 2	Summer 1	Summer 2
My Body and Growing up	Keeping safe (incl Drugs education)	Healthy Lifestyles

Music

Michaelmas 1

Theory and musicianship skills
Singing and performance techniques: beat, rhythm and pitch

Michaelmas 2

Rhythmic study with untuned percussion
Pitch study using tuned instruments
Rehearse Christmas songs

Lent 1

Book stimulus: The Puffin Book of Nursery Rhymes
Exploring and composing with sounds

Lent 2

The Zoo: 'Carnival of the Animals' (Saint-Saëns) and 'Animal Crackers' (Whitacre)
Explore pitch, beat and movement

Summer 1

Repertoire drawn from non-Western traditions
Matching the pitch when singing

Summer 2

Repertoire drawn from Western traditions
Composing music and improvising around songs children know

Spanish

Michaelmas 1

Development of conversation skills: 'What is your name?' 'How are you?' 'How old are you?'

Greetings – Good morning, good afternoon, good evening song

Numbers 1-20

Circle and memory games to consolidate numbers and colours.

Día de los muertos activities

Michaelmas 2

Story times to develop listening and pronunciation skills and practise counting and colour naming skills.

Continue to practice greetings and conversation skills

Consolidate numbers 1-20

Animals farm vocabulary

Introduce "me gusta" + thing they like
Navidad en españa

Lent 1

Consolidation of introduction questions: how are you, what's your name, how old are you?

Extension and consolidation of farm animals, colours and numbers vocabulary

Frida Kahlo y sus animalitos – cultural activities and design self portrait

Día de San Valentín

Languages week celebration

Lent 2

Consolidation of introduction questions: how are you, what's your name, how old are you?

Extension and consolidation of farm animals, colours and numbers vocabulary

Story times to develop listening, pronunciation, and introduce reading skills

Pascua in Spain

Summer 1

The flag and the map of Spain.

Writing 'me llamo and name'

Cultural information about Spain

Cultural information about other Spanish speaking countries – colouring in the flag of these nations and discussing colours in Spanish and facts learned

Summer 2

Recognising key sounds and vowels in Spanish

Consolidation of all songs, questions, conversation skills

Story time

Revising and reinforcing all learning from the year with songs and games.

Michaelmas 1

Gymnastics

Our gymnastics lessons explore travel methods at different heights, speeds, and levels. We also learn about the movement patterns of different animals. In addition, we practice a variety of rolls, including forward, pencil, teddy bear, and backward rolls. We experiment with different individual and partner balances.

Ball Skills

Our ball skills lessons are about improving hand-eye coordination through throwing and catching exercises. We are practising three types of passes: the chest pass, bounce pass, and shoulder pass. Additionally, we are working on passing and moving into open spaces and improving our dribbling skills using our hands.

Lent 2

Football

Our football lessons will focus on controlling and stopping a football with the inside of our foot. We will work on passing a ball using the inside of our feet and shooting with our laces. We will then develop our dribbling skills by using cones and defenders trying to tackle us in games like King of the Ring. We will then play small-sided games, which will allow us to develop our passing, dribbling, tackling, and shooting in a game situation.

Basketball

In Basketball, we will cover the critical skills of dribbling, passing, defending, and shooting. We will learn all these skills through a skill-based approach and then progress into game-based learning when the pupils have developed their skills.

Michaelmas2

Ball Games

In ball games, we will use all the skills that we have learnt from the previous term in ball skills and help the pupils apply the skills to a game situation. We will play various invasion games, from tag rugby to Basketball, handball and dodgeball.

Dance

In our dance lessons, we will focus on holding balances for more than five seconds and learn the difference between points and patches and which body parts are which. We will work in pairs and groups to develop our understanding of mirror and match. By the end of term, the pupils will be able to perform a group routine that includes an individual balance, partner balance, point, patch, and mirror and match.

Summer 1

Athletics

Our athletics lesson will focus on teaching the pupils the skills they need to help represent their house on sports day. The essential skills we will be looking at are the sprinting technique, how to throw a shot putt safely and correctly, how to throw a nerf, and practising the egg and spoon race.

Cricket

In Cricket, we will teach the pupils how to bowl a ball safely and correctly and ensure they have their bunny ears when holding the ball. We will focus on holding a cricket bat and help the pupils learn how to hit a ball of, a tee, and a moving ball. We will play games such as pairs cricket and diamond cricket.

Lent 1

Football

Our football lessons will focus on controlling and stopping a football with the inside of our foot. We will work on passing a ball using the inside of our feet and shooting with our laces. We will then develop our dribbling skills by using cones and defenders trying to tackle us in games like King of the Ring. We will then play small-sided games, which will allow us to develop our passing, dribbling, tackling, and shooting in a game situation.

Alternative Sports

In this term, we will focus on alternative sports that are not as popular and that the pupils have yet to play. This will be an exciting opportunity for the pupils to try new skills and refine their old skills in a new game. We will cover uni hock, Danish long ball, football rounders, and Bowls.

Summer 2

Athletics

Our athletics lesson will focus on teaching the pupils the skills they need to help represent their house on sports day. The essential skills we will be looking at are the sprinting technique, how to throw a shot putt safely and correctly, how to throw a nerf, and practising the egg and spoon race.

Tennis

We will focus on the underarm serve, forehand, and backhand shots in tennis. We will review all the teaching points and break down the skills to help the pupils understand how to perform the shot. First, we will use balloons to allow the pupils to perfect their technique.