

## St Luke's C of E Primary School Curriculum Framework Overview Year FS 2020-2021

|                                      | AUTUMN TERM 1 <sup>st</sup> Half<br>Me Myself and I  | AUTUMN TERM 2 <sup>nd</sup> Half<br>Come and Join the Celebration  | SPRING TERM 1 <sup>st</sup> Half<br>Once Upon a Time  | SPRING TERM 2 <sup>nd</sup> Half<br>Whatever the Weather  | SUMMER TERM 1 <sup>st</sup> Half<br>Terrific Transport   | SUMMER TERM 2 <sup>nd</sup> Half<br>Journeys/ Moving On  |
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| <b>Dates</b>                         | 26 Aug-16 Oct  | 26 Oct - 18 Dec  | 4 Jan-12 Feb  | 22 Feb-26 Mar   | 12 Apr-28 May<br>Bk Hol - Fr 3 <sup>th</sup> May   | 7 Jun - 9 Jul  |
| <b>Traditional rhymes and poetry</b> | Baa, baa, black sheep<br>Diddle diddle dumpling<br>Hey diddle diddle<br>Hickory dickory dock<br>Early to bed<br>Georgie Porgie   | Little Bo Peep<br>Little Jack Horner<br>Little Miss Muffet<br>One, two, buckle my shoe<br>Star light, star bright<br>Twinkle, twinkle  | It's raining, it's pouring<br>Jack and Jill<br>Old King Cole<br>Old Mother Hubbard<br>Rain, rain, go away<br>Roses are red<br>Sing a song of sixpence   | Hot cross buns<br>Humpty dumpty<br>Boat (x2 weeks)<br>The train<br>She'll be coming round the mountain  | Ladybird, ladybird<br>Tadpole<br>Little boy blue<br>Mary had a little lamb<br>Mary, Mary, quite contrary<br>Old MacDonald had a farm   | Jack be nimble<br>Monday's child<br>See saw, Margery Daw<br>Simple Simon   |
| Literacy<br>Quality<br>Texts         | Starting School<br>My Body<br>My Family<br>My Friend Harry   | Pumpkin Soup<br>The Gun Powder Plot<br>The Story of Diwali<br>Nativity Stories-various<br>Jolly Christmas Postman<br>The Story of Hanukah<br>One Snowy Night<br>Grumpy Badgers Christmas   | Gingerbread Man<br>Jack and the Beanstalk<br>Chinese New Year<br>Goldilocks and the Three Bears<br>Three Billy Goats Gruff<br>Cinderella<br>Little Red Riding Hood  | Rainbow Fish<br>Splish<br>Kipper's Sunny Day<br>The Sun and the Wind<br>I Love my Mum because<br>Percy the Parkkeeper After the Storm<br>The Wind Blew<br>The Easter Story  | Rosie's Walk<br>Mr Gumpy's Motor Car<br>The Train Ride<br>The Lighthouse Keepers Lunch<br>Brilliant Boats<br>Mr Gumpy's Outing<br>Amazing Aeroplanes<br>Whatever Next<br>Roaring Rockets   | But Where Are We?<br>The Boy on the Beach<br>Rumble in the Jungle<br>We're going on a Lion Hunt<br>Handa's Surprise<br>No Room for Baby Roo<br>Diary of a Wombat<br>The Farm   |
| Literacy<br>Focus<br>Phonics         | Oral segmenting and blending/phase 1 rhyme and rhythm/alliteration.<br>Introduce individual phonemes : s a t p i n<br>Teach HF words (practise blending and reading)<br>at, as, it, an, in, is,<br>Tricky words for reading the, to, no, go, I<br>Blending and segmenting using grapheme-phoneme knowledge.<br>Phase 1/2 | Revise phonemes from last term.<br>Introduce next sets of phonemes.<br>m d g o c k c k e u r h b f,ff l, ll ss<br>Teach HF words (practise blending and segmenting) can, and, dad got, off, up, had back, get, big, him, his, not, got, mum, but<br>Tricky words for reading no, go, I, the, to, he, we, me, be<br>Blending and segmenting using grapheme-phoneme knowledge<br>Phase 2 | Revise phonemes from last term.<br>Introduce next sets of phonemes.<br>j v w x y z,zz qu<br>Teach HF words (practise blending and segmenting) back, get, big, him, his, not, got, mum, but<br>Tricky words for reading no, go, I, the, to, he, we, me, be<br>Blending and segmenting using grapheme-phoneme knowledge.<br>Phase 2 | Revise phonemes from last term.<br>Introduce consonant digraphs ch sh th ng Introduce long vowel digraphs ai ee igh oa oo<br>Teach HF words (practise blending and segmenting) will, that, this, them, with, then<br>Tricky words for reading she, he, we, me, be, was, my, you, they, her, all, are<br>Practise blending for reading and segmenting for spelling.<br>Begin learning letter names and capital letters Phase 3 | Revise phonemes from last term.<br>Introduce digraphs/trigraphs ar or ur ow oi, ear air ure er<br>Teach HF words (practise blending and segmenting) see, for, now, down, look, too<br>Tricky words for reading my, you, they, all, are, her, was<br>Practise blending for reading and segmenting for spelling.<br>Practise letter names and capital letters<br>Phase 3 | Reinforce all the phonemes introduced. ch sh th ng ai ee igh oa oo ar or ur ow oi ear air ure er<br>Tricky words for reading my, you, they, all, are, her, said, like, some, come, have, were, there, little, one, do, when, out, what<br>Blend and segment using all phonemes taught so far.<br>Practise letter names and capital letters Phase 3/4 |

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| Literacy Writing   | Spell VC and CVC words using magnetic letters and by writing phonemes introduced<br>Mark-making, including some initial sounds/letters in words                                    | Spell VC and CVC words using magnetic letters and by writing phonemes introduced<br>Write initial sounds in words, and some final/medial sounds.                      | Practise writing captions and sentences<br>Write CVC words - segmenting and recording all sounds correctly.<br>Practise spelling HF words.<br>Practise spelling tricky words. | Practise writing captions and sentences<br>Write CVC words - segmenting and recording all sounds correctly.<br>Practise spelling tricky words.                  | Practise writing captions and sentences<br>Write simple sentences using phonetically plausible attempts, including more complex words (CVCC, CCVC and CCVCC words) and HF words.                                     | Practise writing captions and sentences<br>Write simple sentences using phonetically plausible attempts, including more complex words (CVCC, CCVC and CCVCC words) and HF words |
| Mathematics<br>(See White Rose Maths Hub for more detailed coverage) | Baseline<br>Number counting, recognition and ordering<br>2d shape sequencing<br>Repeating patterns<br>Positional language  | Addition/Subtracting<br>Number counting, recognition and ordering<br>Sharing<br>One more one less<br>Length/height<br>Positional Language                             | Calculation<br>Number counting, recognition and ordering<br>Doubling<br>One more one less<br>Estimation<br>Size, weight, capacity   | Calculation<br>Money<br>Time<br>Halving<br>3d Shape<br>One more one less  | Calculation<br>Estimation<br>Time<br>Symmetry<br>Shape<br>One more one less<br>Sharing/halving   | Number bonds<br>Estimation<br>Sharing/halving/doubling<br>Counting in 2's 5's 10's<br>Calculation<br>Problem solving  |
| Physical Development   | Meaningful Movement<br>Small Equipment<br>REAL PE- Unit 1: Riding on my bike. Pirate Adventure.<br>Hygiene + toileting<br>Dough Disco/funky fingers/ Handwriting                   | Meaningful Movement<br>Dance<br>REAL PE- Unit 2: Moon Adventure. Fun in the Jungle.<br>Intro body changes when exercising<br>Dough Disco/funky fingers/ Handwriting   | Meaningful Movement<br>Gymnastics -Travelling<br>REAL PE- Unit 3: Pulling along. Time out.<br>Handwriting   | Music and Movement<br>Dance<br>REAL PE- Unit 4: Clowns. Off to the Seaside.<br>How to keep our bodies healthy and well.<br>Handwriting                          | Music and Movement<br>Gymnastics - large apparatus<br>REAL PE- Unit 5: Big top time. Magic bean.<br>Handwriting  | Music and Movement<br>Games<br>REAL PE- Unit 6: The Hairy \scary Woods.<br>Little Kittens time to play.<br>Handwriting  |
| Personal Social and Emotional Development                            | Routines at school<br>Rule and values<br><br>Get to know the wider school<br>Circle Time   |   | Routines at school<br>Rule and values<br><br>Circle Time  |   | Routines at school<br>Rule and values<br><br>Year One Transition Events<br>Circle Time   |   |
| Religious Education  | Understanding Christianity<br>F1 Why is the word 'God' so important to Christians?<br>(Creation 1C)<br><br>Encounter: Muslim stories: Seven new kittens & The baby birds Festivals | Understanding Christianity<br>F2 Why do Christians perform nativity plays at Christmas?<br>(Incarnation 1C)<br><br>Encounter: A Muslim story: The Tiny Ants Festivals | Understanding Christianity<br>F3 How can we help others when they need it?<br>(Salvation 2DD)<br><br>Encounter: Sikhism: Guru Nanak and the Cobra Festivals                   | Understanding Christianity<br>F3 Why do Christians put a cross in an Easter garden?<br>(Salvation 1C)<br><br>Encounter: A Muslim Story: The Blind Boy Festivals | Understanding Christianity<br>F2 What makes every single person unique and precious?<br>(Incarnation 2DD)<br><br>Encounter: A Muslim whispering Allah in a baby's ear Hindu- Celebrating at Raksha Bandhan Festivals | Understanding Christianity<br>F1 How can we care for our wonderful world?<br>(Creation 2DD)<br><br>Encounter: Tu be Shevat: the Jewish 'Birthday of Trees' Festivals            |
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This long term plan may be subject to change according to the interests and needs of the children