



# Queen Victoria Primary School

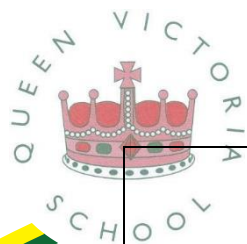
Queen Victoria Primary School Curriculum Framework Overview (EYFS Development Matters) – Reception 2023-2024						
<b>National and Whole School events</b>	<b>International Week</b> Roald Dahl Day (13.09) Pirate Day (19.09) Recycling Week (20.09) National Fitness Day (22.09) Autumn Equinox (22.09) World's Biggest Coffee Morning (25.09) Rosh Hashanah (25.09) World Space Week (04.10) Harvest Festival (23.10) Black History Month (Oct)	<b>St Andrew's Day</b> Diwali Day of the Dead (01.11) Bonfire Night (05.11) Maths Week (08.11) Remembrance Day (11.11) Anti-Bullying Week (14.11) Nursery Rhyme Week (14.11) Children in Need (18.11) Thanksgiving (24.11) Advent (27.11) Christingle (01.12) Christmas Jumper Day (09.12) Hanukkah (18.12) Winter (21.12)	<b>Chinese New Year</b> RSPB's Big School's Birdwatch (05.01) Penguin Awareness Day (20.01) Burns Night (25.01) Storytelling Week (29.01) NSPCC Number Day (04.02) Lunar New Year (12.02) Valentines Day (14.02)	<b>Vaisakhi</b> Easter Sports Relief (17.02) Engineers Week (21.02) Spring (20.03) St David's Day (01.03) Pancake Day (01.03) World Book Day (03.03) British Science Week (11.03) Red Nose Day (17.03) St Patrick's Day (17.03) Holi (18.03) Mother's Day (27.03)	<b>Shavuot</b> Eid (21.04) The Queens Birthday (21.04) Earth Day (22.04) St George's Day (23.04) Ramadan (23.04) May Day (01.05) Outdoor Classroom Day (19.05) World Bee Day (20.05)	<b>Ramadan</b> Pride Month (June) Dinosaur Day (01.06) Butterfly Awareness Day (04.06) World Ocean Day (08.06) Healthy Eating Week (13.06) Father Day (18.06) Insect Week (20.06) Summer (21.06) World Chocolate Day (07.07)
<b>Class Theme</b>	Baseline (The Dot) Why do squirrels hide their nuts?	What happens when I fall asleep?	Why do zebras have stripes?	Are carrots orange?	Will you read me a story?	Are we there yet?

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Key Texts (Topic/ Provision)	<p>The Dot- Peter H. Reynolds</p> <p>Elmer- David Mckee</p> <p>People Who Help Us fact books (The Book People)</p> <p>The Treasure Map</p> <p>Percy the Park keeper- Nick Butterworth</p> <p>We're Going on a Leaf Hunt- Steve Metzger</p> <p>Topsy and Tim Meet the... (people who help us link)</p> <p>Lost and Found (Oliver Jeffers)</p> <p>Wakey, Wakey, Big Brown Bear- Tracy Corderoy</p> <p>The Squirrels Who Squabbled- Rachel Bright</p>	<p>The lost stars- Oliver Jeffers</p> <p>Owl Babies- Martin Waddell</p> <p>Peace at Last- Jill Murphy</p> <p>Night Monkey, Day Monkey- Julia Donaldson</p> <p>How to catch a Star- Oliver Jeffers</p> <p>The Owl who was afraid of the Dark – Jill Tomlinson</p> <p>Stickman - Julia Donaldson</p>	<p>Tiger Who Came for Tea- Judith Kerr</p> <p>Giraffes can't Dance- Giles Andreae</p> <p>A Lion who wanted to love- Giles Andreae</p> <p>African factual text</p> <p>Dear Zoo</p> <p>The Zebra who lost his stripes</p> <p>The Snail and the Whale- Julia Donaldson</p>	<p>Healthy Food (Factual)</p> <p>Eat your greens, Goldilocks- Steve Smallman</p> <p>Handa's Surprise- Eileen Brown</p> <p>Oliver's Fruit Salad/ Vegetables- Vivian French</p> <p>The Enormous Turnip- Ladybird</p> <p>Muncha, Muncha, Muncha- Candace Fleming</p> <p>Jasper's Beanstalk- Nick Butterworth/ Jack and the Beanstalk- Ladybird</p> <p>The Very Hungry Caterpillar- Eric Carle</p> <p>Tree</p>	<p>Mr Gumpy's Outing</p> <p>Mr Gumpy's Motor Car</p> <p>The Hundred Decker Bus</p> <p>Emma-Janes Bus</p> <p>Naughty Bus</p> <p>The Journey home from Grandpa's Duck in the truck</p> <p>Ducks day out.</p> <p>On the road with Mavis and Marge</p>	<p>The Three Little Pigs/ The Three Little Wolves and the Big Bad Pig (contrast story)</p> <p>The Gingerbread Man</p> <p>Goldilocks and the Three Bears</p> <p>The Little Red Hen</p> <p>Jack and the Beanstalk</p> <p>The Three Billy Goats Gruff</p>	
Personal, Social, Emotional Development	<p><i>Class/ School Rules and Values taught continuously through the Year</i></p> <p><b>Jigsaw- Being Me!</b></p>	<p><i>Class/ School Rules and Values taught continuously through the Year</i></p> <p><b>Jigsaw- Celebrating Differences</b></p>	<p><i>Class/ School Rules and Values taught continuously through the Year</i></p> <p><b>Jigsaw- Dreams and Goals</b></p>	<p><i>Class/ School Rules and Values taught continuously through the Year</i></p> <p><b>Jigsaw- Healthy Me!</b></p>	<p><i>Class/ School Rules and Values taught continuously through the Year</i></p> <p><b>Jigsaw- Relationships</b></p>	<p><i>Class/ School Rules and Values taught continuously through the Year</i></p> <p><b>Jigsaw- Changing Me!</b></p>	



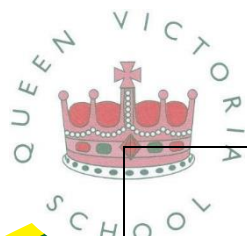
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	<p>Helping Others Right to Learn Others' Feelings Working with Others My Feelings Gentle Hands Oral and Hand Hygiene Our Responsibilities</p>	<p>Accepting Differences Making Friends I'm Special! My Family Homes and Houses Standing up for Myself What am I Good at?</p>	<p>Challenges Never Giving Up Setting a Goal Confidence and independence Obstacles and Support</p>	<p>Exercise and Rest Healthy Food and Healthy Choices Sleep and Routines Calming Techniques Hand Washing and Hygiene (including oral) Internet Safety Screen Time Stranger Danger</p>	<p>Belonging Problem Solving Showing Respect Understanding my Actions Managing my Feelings Being a Good Friend</p>	<p>My Body Road safety Being Safe in the Sun Respecting my Body Growing Up Fun and Fears (Getting ready for Year 1) Celebration</p>
Communication and Language	<p>Listening and attention skills  Asking and answering 'what' questions  1:1 discussions</p>	<p>Joining in with repeated refrains in stories  Asking and answering 'who' questions'  1:1 discussions</p>	<p>Discussing key events in a story  Asking and answering 'when' questions  Small group discussions  Using present tense.</p>	<p>Identifying main characters in a story  Asking and answering 'where' questions  Small group discussions  Using connectives to join ideas</p>	<p>Linking events in a story to own experiences  Asking and answering 'why' questions  Whole class discussions  Using past tense</p>	<p>Sequence story/real life events in detail  Hot seating  Whole class discussions  Using future tense</p>
Physical Development	<p><b>P.E Units-</b> Introductions to P.E  <b>Gross Motor</b> Different ways of moving Changing speed and direction</p>	<p><b>P.E Units-</b> Fundamentals in P.E  <b>Gross Motor</b> Different ways of moving Changing direction Moving in time to music</p>	<p><b>P.E Units-</b> Gymnastics  <b>Gross Motor</b> Gymnastics Balancing Travelling confidently Jumping and landing</p>	<p><b>P.E Units-</b> Dance  <b>Gross Motor</b> Dance Moving their bodies in different ways Moving to a beat/ in time Following sequences</p>	<p><b>P.E Units-</b> Ball Skills  <b>Gross Motor</b> Athletics Marching/running Throwing overarm/underarm Jumping Throwing a ball</p>	<p><b>P.E Units-</b> Games  <b>Gross Motor</b> Multi-skills Balancing Agility Teamwork Following rules</p>



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	<p>Throwing, catching, kicking Pushing, patting, rolling</p> <p><b>Fine Motor</b> Dough Disco Tripod Grip Writing position Using cotton Buds/paintbrushes to form letters Controlling a knife and fork Using a cup</p> <p>Handwashing, hygiene, and heathy eating to run throughout the year</p>	<p>Exploring different ways of moving</p> <p><b>Fine Motor</b> Scissor skills Chopping with a knife Using cotton buds/paintbrushes to form letters Jigsaws and puzzles</p> <p>Doing up zips</p> <p>Handwashing, hygiene, and heathy eating to run throughout the year</p>	<p><b>Fine Motor</b> Scissor skills (more controlled) Stacking and balancing Letter formation 'around' letters Letter formation 'down' letters Using a knife and fork to cut</p> <p>Handwashing, hygiene, and heathy eating to run throughout the year</p>	<p>Balancing an object</p> <p><b>Fine Motor</b> Scissor skills (more controlled) Weaving and wrapping Letter formation 'down letters' Letter formation 'curly' letters Letter formation 'zig-zag' letters Peg boards and small pieces</p> <p>Handwashing, hygiene, and heathy eating to run throughout the year</p>	<p><b>Fine Motor</b> Pattern making Capital letter formation A-M Using small tools Doing up buttons</p> <p>Handwashing, hygiene, and heathy eating to run throughout the year</p>	<p><b>Fine Motor</b> Sewing Capital letter formation N-Z Using small or large tools for a purpose Doing up different sized buttons</p> <p>Handwashing, hygiene, and heathy eating to run throughout the year</p>
<p>Literacy</p> <p>Shared Reading Practice to begin from week 4</p>	<p><b>Little Wandle:</b> Phase 2 <b>Tricky Words:</b> is, I, the</p> <p><b>Jane Considine-Genre:</b> Narrative - Story (sharing animals) <b>Text:</b> Rainbow Fish <b>Purpose:</b> To Entertain</p> <p>Drawing &amp; labelling</p>	<p><b>Little Wandle:</b> Phase 2 and words ending in 's' <b>Tricky Words:</b> as, and, has, his, her, go, no, to, into, she, he, of, we, me , be</p> <p><b>Jane Considine Genre:</b> Narrative - Story (Our imagination)</p>	<p><b>Little Wandle:</b> Phase 3 including double letters and longer words. <b>Tricky Words:</b> was, you, they, my, by, all, are, sure, pure</p> <p><b>Jane Considine Genre:</b> Non-fiction - postcard</p>	<p><b>Little Wandle:</b> Phase 3 including words with 2 or more diagraphs, ending in 'ing', compound words and words ending in 's' or 'es'. <b>Tricky Words:</b> Review all taught so far.</p> <p><b>Jane Considine</b></p>	<p><b>Little Wandle:</b> Phase 4 <b>Tricky Words:</b> said, so, have, like, some, come, love, do, were, here, little, says, there, when, what, one, out, today</p> <p><b>Jane Considine</b></p>	<p><b>Little Wandle:</b> Phase 4 including words with long vowel sounds and root words ending in 'ing', 'ed' (t), 'ed' (id), 'ed', 'ed' (d), 'er' and 'est'. <b>Tricky words:</b> Review all taught so far.</p>



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	<p>Ordering letters of my name Writing my name</p>	<p><b>Text:</b> How to Catch a Star <b>Purpose:</b> To Entertain</p> <p>Identifying initial sounds Writing initial sounds Writing CVC words</p>	<p><b>Text:</b> The Snail and The Whale <b>Purpose:</b> To inform</p>	<p><b>Genre:</b> Non-fiction – Report (Blue Planet / Our World) <b>Text:</b> If Sharks Disappeared <b>Purpose:</b> To Inform</p>	<p><b>Genre:</b> Narrative – Traditional tale with a twist (Adventure of Three Little Pigs) <b>Text:</b> Jack and the Jelly Beanstalk <b>Purpose:</b> To Entertain</p> <p>Writing letters Writing rhymes Writing poems</p>	<p><b>Text 1</b> <b>Genre:</b> Narrative – Story (City Tour) <b>Text:</b> All Aboard the London Bus <b>Purpose:</b> To Entertain</p> <p>Writing instructions Writing predictions Writing descriptions</p>
Maths	<p><b>White Rose</b> Counting out loud Counting in correspondence Matching and sorting Comparing amounts Comparing size, mass, and capacity Making simple patterns</p> <p>Days of the week (on-going) Months of the year (on-going) Subitising to 3 Number bonds to 3 Repeating patterns</p>	<p><b>White Rose</b> Representing numbers to 5 Comparing numbers to 5 Composing numbers to 5 Identifying 2D shapes Using positional language Identifying one more and one less</p> <p>Subitising to 5 Number bonds to 5 Repeating patterns 2D shapes Positional language</p>	<p><b>White Rose</b> Identifying 0 Comparing numbers to 8 Composing numbers to 8 Comparing mass Comparing capacity Making pairs Combining two groups</p> <p>Subitising to 5 Number bonds to 5 Repeating patterns 2D shapes Positional language</p>	<p><b>White Rose</b> Length and height Time Comparing numbers to 10 Number bonds to 10 3D Shapes Repeating patterns</p> <p>Subitising to 10 Number bonds to 10 (addition) 3D shapes Repeating patterns 2D shapes Positional language</p>	<p><b>White Rose</b> Building numbers beyond 10 Counting patterns beyond 10 Spatial reasoning Adding more Taking away Shape arrangements</p> <p>Subitising to 10 Numbers bond to 10 3D shapes Repeating patterns 2D shapes Positional language Doubling facts</p>	<p><b>White Rose</b> Doubling Sharing and grouping Even and odd Positioning Patterns Maps and directions</p> <p>Subitising to 10 Number bonds to 10 3D shapes Repeating patterns 2D shapes Positional language Doubling facts</p>

<p>Understanding the World</p>	<p>How I've changed Families and communities          Florence Nightingale/ People Who Help Us          Body Parts          Autumn          Name and describe common animals          Explore and describe the natural world around. (Habitats)          Describe what they see, hear, and feel whilst outside.          Taking photos with iPad            'International Day'</p>	<p>Diwali          Remembrance Day          The 5 senses          Our local area          Our Pioneers- Stephen Hawking and Neil Armstrong          Space          Identifying materials          Using magnets          The Christmas Story          Typing my name            'International Day'</p>	<p>Past and present          Our school          Winter          Using a trackpad          Name and describe common animals          Compare and contrast environments (Habitats and countries)          Care and concern for living things            'International Day'</p>	<p>Spring          The 4 Seasons          Life cycle of a plant          How to care for a plant          Observe how things grow and change          The Easter Story/          Going to church          Making digital art            'International Day'</p>	<p>St George          Materials          Exploring maps          Compare and contrast characters from stories          Floating and sinking          Making food          Programming a beebot            'International Day'</p>	<p>Seaside holidays past &amp; present          Transport          How do vehicles work?          Summer          Creating maps          Compare environments          Comparing UK and a contrasting country.            'International Day'</p>
<p>Expressive Arts and Design</p>	<p><b>Music Kapow-</b>          Music with vocals          Music with bodies          Music with instruments          Environmental Sounds          Sounds in Nature            Can hold and use drawing tools (pencil, rubbers, crayon, pastels, chalk, pen, felt tip) with some control to make marks (from</p>	<p><b>Music Kapow-</b>          Celebration music          -Diwali          -Hannukah          Kwansaa          Christmas          Action Songs            Select coloured drawing implements for a purpose.            Understand that when colours are mixed, new colours are</p>	<p><b>Music Kapow-</b>          Action Songs          Finding the Beat          Exploring Tempo          Exploring Tempo and Pitch Through Dance          Music and Movement            Uses drawing tools to make marks, lines and curves.            To select and create different colours.</p>	<p><b>Music Kapow-</b>          Instruments to Represent Characters          Storytelling with Actions          Instruments to Represent Actions          Musical Stories          Performance            Draw accurate representations of people and objects.</p>	<p><b>Music Kapow-</b>          What Makes an Instrument?          Orchestras          Following the Beat          Storytelling with Action          Big Band          Performance            To talk about their own and others work, to improve and change.</p>	<p><b>Music Kapow-</b>          Review and Consolidation            To work from direct observation and imagination. To talk about their own work.            Choose own resources and consider their final outcome before making.</p>



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	<p>observation or imagination).</p> <p>To recognise and name different colours.</p> <p>Explore malleable media such as clay, papier mache, salt dough, playdoh and sand.</p> <p>Enjoy playing with and using a variety of textiles and fabric.</p> <p>Print using rubbings</p> <p><i>A selection of rhymes, poems, number rhymes, and actions songs to be introduced each half term throughout the year.</i></p>	<p>created.</p> <p>Impress and apply simple decoration</p> <p>Decorate a piece of fabric using different implements, e.g. fabric pens, paints, sticking on buttons etc</p> <p>Complete a repeating pattern.</p> <p><i>A selection of rhymes, poems, number rhymes, and actions songs to be introduced each half term throughout the year.</i></p>	<p>Cut shapes using scissors and other modelling tools.</p> <p>Show experience in simple weaving: paper, twigs.</p> <p>Explore making patterns.</p> <p><i>A selection of rhymes, poems, number rhymes, and actions songs to be introduced each half term throughout the year.</i></p>	<p>Use a variety of tools to apply paint, e.g. brushes of different sizes, sponges, fingers, objects.</p> <p>Use tools such as scissors, staplers, clay tools, split pins and shape cutters competently and appropriately.</p> <p>Print using different materials.</p> <p><i>A selection of rhymes, poems, number rhymes, and actions songs to be introduced each half term throughout the year.</i></p>	<p>Explore working with paint on different surfaces and in different ways (e.g. different textured, coloured, sized and shaped paper)</p> <p>Build a construction/ sculpture using a variety of objects from observation or imagination e.g. recycled, natural and manmade materials.</p> <p>Print with block colours.</p> <p><i>A selection of rhymes, poems, number rhymes, and actions songs to be introduced each half term throughout the year.</i></p>	<p>Have a go at threading a needle</p> <p>Simple Symmetry</p> <p><i>A selection of rhymes, poems, number rhymes, and actions songs to be introduced each half term throughout the year.</i></p>
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