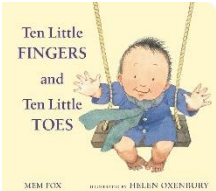
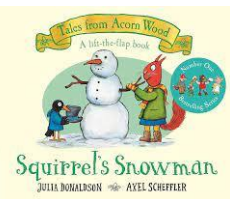


Curriculum Overview for Purple Poppies
2023 - 2024



		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Possible Interests / Themes / Events / Lines of Enquiry		All about me and my family Autumn Halloween	Guy Fawkes Night Remembrance Sunday Winter Christmas	Chinese New Year Spring RSPB Big School Birdwatch	Spring Shrove Tuesday World Book Day Planting & growing Mother's Day Easter	Summer Life cycles - butterflies / ducks Father's Day	Summer Holidays - past & present Pirates Seaside Sport's Day Transition Events
Communication and Language	Key Texts	 	 	 	 	 	 
	Nursery Rhymes	Twinkle, Twinkle Little Star	Humpty Dumpty Sat on a Wall	Incy Wincy Spider	Jack and Jill	Baa Baa Black Sheep	Hickory Dickory Dock
	Action Rhymes	Wind the Bobbin Up Hammer Hammer Hammer	If Your Happy and you Know it Clap Clap Hands, one, two, three	The Wheels on the Bus Here we go around the Mulberry Bush	Heads, Shoulders, Knees and Toes Row, Row, Row your Boat	Five Little Speckled Frogs Ring a Ring O Roses	The Grand Old Duke of York Tommy Thumb

	Listening, Attention & Understanding	<p>Moves whole body to sounds they enjoy, such as music or a regular beat</p> <p>Concentrates intently on an object or activity of own choosing for short periods</p> <p>Is developing the ability to follow others' body language, including pointing and gesture</p> <p>Responds to simple questions when in a familiar context with a special person (e.g. Where's Mummy?, Where's your nose?)</p>	<p>Pays attention to dominant stimulus - easily distracted by noises or other people talking.</p> <p>Enjoys laughing and being playful with others</p> <p>Understanding of single words in context is developing, e.g. cup, milk, daddy</p>	<p>Listens to and enjoys rhythmic patterns in rhymes and stories, trying to join in with actions or vocalisations</p> <p>Understands different situations - able to follow routine events and activities using nonverbal cues</p>	<p>Enjoys rhymes and demonstrates listening by trying to join in with actions or vocalisations</p> <p>Selects familiar objects by name and will go and find objects when asked, or identify objects from a group</p>	<p>Pays attention to own choice of activity, may move quickly from activity to activity</p> <p>Understands simple sentences (e.g. Throw the ball)</p>	<p>Listens with interest to the noises adults make when they read stories</p> <p>Identifies action words by following simple instructions, e.g. Show me jumping</p>
	Speaking	<p>Uses sounds in play, e.g. brrrm for toy car</p> <p>Uses single words</p> <p>Frequently imitates words and sounds</p>	<p>Enjoys babbling and increasingly experiments with using sounds</p> <p>Uses words to communicate for a range of purposes (e.g. teddy, more, no, bye-bye)</p>	<p>Uses pointing with eye gaze, and then fingers or hands, to make requests and to share an interest</p> <p>Creates personal words as they begin to develop language</p>	<p>Copies familiar expressions, e.g. Oh dear, All gone.</p> <p>Uses different types of everyday words (nouns, verbs and adjectives, e.g. banana, go, sleep, hot)</p>	<p>Beginning to put two words together (e.g. Want ball, More juice)</p> <p>Beginning to ask simple questions</p>	<p>Beginning to talk about people and things that are not present</p> <p>Uses gestures, sometimes with limited talk, e.g. reaches toward toy, saying Want it</p>

	Ongoing	Nursery Rhyme of the week Action song of the week Topic words of the week Makaton signs of the week					
	Making Relationships	<p>Draws others into social interaction through calling, crying and babbling, smiling, laughing and moving their bodies and limbs</p> <p>Shares interest and attention by looking to where the adult is looking, pointing and using their gaze to direct the adult's attention to something</p> <p>Engages another person to help achieve a goal, e.g. to get an object out of reach</p>	<p>Cooperates with caregiving experiences, such as dressing</p> <p>Builds relationships with special people</p> <p>Displays attachment behaviours such as wanting to stay near to their close carers, checking where they are and protesting when separated</p>	<p>Is wary of unfamiliar people</p> <p>Explores confidently when they feel secure in the presence of a familiar adult and is more likely to engage in new or challenging situations</p> <p>Closely watches others' body language to begin to understand their intentions and meaning</p> <p>Is fascinated by other children, watching them and interacting with them through offering toys, food etc, and by reaching for objects that another has</p>	<p>Explores the environment, interacts with others and plays confidently while their parent/carer or key person is close by; using them as a secure base to return to for reassurance if anxious or in unfamiliar situations</p> <p>Shows empathy by offering comfort that they themselves would find soothing, i.e. their dummy</p>	<p>Enjoys playing alone and alongside others and is also interested in being together and playing with other children</p> <p>Will often watch, follow and imitate each other in their play and will experiment with influencing others, co-operating together and also resisting coercion in their interactions</p>	<p>Enjoys playing alone and alongside others and is also interested in being together and playing with other children</p> <p>Will often watch, follow and imitate each other in their play and will experiment with influencing others, co-operating together and also resisting coercion in their interactions</p>

	Sense of Self	<p>Responds to their own name and enjoys finding own nose, eyes or tummy as part of interactive games</p> <p>Shows an interest in their reflection in a mirror, although may not yet realise that the reflection is them</p> <p>Shows separation anxiety as they become more aware of themselves as separate individuals</p>	<p>Shows an emerging autonomy through asserting choices and preferences such as different tastes and rejects things they do not want, for example by pushing them away</p> <p>Understands that their own voice and actions causes an effect on others, e.g. clapping hands starts a game</p>	<p>Shows growing self-confidence through playing freely and with involvement</p>	<p>Is aware of and interested in their own and others' physical characteristics, pointing to and naming features such as noses, hair and eyes</p>	<p>Experiments with what their bodies can do through setting themselves physical challenges, e.g. pulling a large truck upstairs</p> <p>Begins to use me, you and I in their talk and to show awareness of their social identity of gender, ethnicity and ability</p>	<p>Shows their growing sense of self through asserting their likes and dislikes, choices, decisions, and ideas. These may be different to those of the adult or their peers; often saying no, me do it or mine</p>
	Understanding Emotions	<p>Shows a wider variety of feelings, using crying, gestures and vocalisations freely to express their needs</p> <p>Begins to become aware of their emotions as the connections in the brain that make feelings conscious grow and develop</p>	<p>Uses familiar adult to share feelings such as excitement and for "emotional refuelling" when feeling tired or anxious</p> <p>Uses a comfort object, familiar others, routines or spaces to soothe themselves, particularly when separated from their close carer</p>	<p>Becomes more able to adapt their behaviour and increase their participation and co-operation as they become familiar with and anticipate routine</p> <p>Explores the boundaries of behaviours that are accepted by adults and become aware of basic rules as they use their emerging agency and autonomy</p>	<p>Expresses positive feelings such as joy and affection and negative feelings such as anger, frustration and distress, through actions, behaviours and a few words</p>	<p>Experiences a wide range of feelings with great intensity, such as anger and frustration, which can be overwhelming and result in losing control of feelings, body and thinking</p>	<p>Is aware of others' feelings and is beginning to show empathy by offering a comfort object to another child or sharing in another child's excitement</p> <p>Asserts their own agenda strongly and may display frustration with having to comply with others' agendas and with change and boundaries</p>
	Ongoing	Circle games, turn taking and sharing games					

Physical Development	Ongoing	Gross motor skill development through movement and games Dough Disco Squiggle Whilst You Wiggle Funky Fingers Yoga Bugs					
	Moving & Handling	<p>Sits unsupported on the floor, leaving hands free to manipulate objects with both hands</p> <p>Picks up objects in palmar grip and shakes, waves, bangs, pulls and tugs them between two hands while looking at them</p>	<p>Enjoys finger and toe rhymes and games.</p>	<p>Points with first finger, sharing attention with adult.</p> <p>Starts to throw and release objects overarm.</p> <p>Enjoys the sensory experience of making marks in food, damp sand, water, mud, paste or paint</p> <p>Pushes, pulls, lifts and carries objects, moving them around and placing with intent</p> <p>Climbs inside, underneath, into corners and between objects</p> <p>Manipulates objects using hands singly and together, such as squeezing water out of a sponge</p>	<p>Develops security in walking upright using feet alternately and can also run short distances</p> <p>Walks upstairs facing forwards holding rail or hand of adult, with both feet onto a single step at a time</p> <p>Changes position from standing to squatting and sitting with little effort</p>	<p>Participates in finger and action rhymes, songs and games, imitating the movements and anticipating actions</p> <p>Hands start to operate independently during a task that uses both, with each hand doing something different at the same time (e.g. holding a block in one hand and steadying the other block with the other hand.</p> <p>Shows interest, dances and sings to music rhymes and songs, imitating movements of others</p>	<p>Can walk considerable distance with purpose, stopping, starting and changing direction</p> <p>Looks closely at small items and creatures, and can also see items at substantial distance, comfortably changing focus from one to the other</p> <p>When holding crayons, chalks etc, makes connections between their movement and the marks they make</p> <p>Uses gesture and body language to convey needs and interests and to support emerging verbal language use</p>

	Health & Self-Care	<p>Expresses feelings and communicates through gesture, facial expression, movements, body language and vocalisations (such as joy, distress, frustration and fear)</p> <p>Shows rapid changes in energy levels, from highly active to a sudden need for adult support in order to restore equilibrium</p>	<p>Grasps finger foods and brings them to mouth and shares control of spoon and bottle or cup, moving towards independence with support</p> <p>Attentive to sounds in the environment, even at distance and overhead, often pointing, vocalising and sharing attention with adults</p> <p>Interested in making and exploring sounds with objects</p>	<p>Can actively cooperate with nappy changing, dressing/undressing</p> <p>Starts to communicate regarding urination and bowel movement</p>	<p>Highly active in short bursts, with frequent and sudden need for rest or withdrawal</p> <p>Enjoys hugs and cuddles and seeks comfort from attachment figure when they feel the need</p> <p>Uses physical expression of feelings to release stress.</p>	<p>Intentionally makes sounds with objects and actively responds to music and singing with whole-body dancing</p> <p>Develops own likes and dislikes in food and drink, willing to try new food textures and tastes</p> <p>Shows interest in indoor and outdoor clothing and shoes/wellingtons</p>	<p>Clearly communicates wet or soiled nappy or pants, showing increasing awareness of bladder and bowel urges</p> <p>Helps with dressing/undressing and care routines, enjoying the rituals established for hand washing and teeth cleaning</p> <p>Feeds self with increasing need to be in control and holds cup with both hands, drinking without much spilling</p>
		<p>Handles books, printed and digital reading material with interest</p>	<p>Responds to sounds in the environment such as cars, sirens and birds</p> <p>Is interested in and explores the sounds made by banging and tapping familiar objects and simple instruments</p>	<p>Waves and taps arms, bounces or stamps to simple rhythms in songs and rhymes</p> <p>Notices pictures and symbols and beginning to recognise what they stand for in their familiar experiences</p>	<p>Is interested in and anticipates books and rhymes and may have favourites</p>	<p>Begins to join in with actions and sounds in familiar song and book sharing experience</p>	<p>Has some favourite stories, rhymes, songs, poems or jingles</p> <p>Repeats and uses actions, words or phrases from familiar stories</p>
Literacy	Reading						

	Writing				Begins to understand the cause and effect of their actions in mark making	Knows that the marks they make are of value	Enjoys the sensory experience of making marks
Mathematics	Ongoing	Daily circle time counting and number line Daily timetable Number games and number songs.					
		Number May be aware of number names through their enjoyment of action rhymes and songs that relate to numbers Looks for things which have moved out of sight Spatial awareness Explores space around them and engages with position and direction, such as pointing to where they would like to go	Shape Stacks objects using flat surfaces Responds to changes of shape Attempts, sometimes successfully, to match shapes with spaces on inset puzzles Pattern Joins in with repeated actions in songs and stories Initiates and continues repeated actions	Measures Shows an interest in objects of contrasting sizes in meaningful contexts Gets to know and enjoys daily routine Shows an interest in emptying containers	Comparison Responds to words like lots or more Counting Says some counting words May engage in counting-like behaviour, making sounds and pointing or saying some numbers in sequence Cardinality Uses number words, like one or two and sometimes responds accurately when asked to give one or two things	Spatial Awareness Enjoys filling and emptying containers Investigates fitting themselves inside and moving through spaces Shape Pushes objects through different shaped holes, and attempts to fit shapes into spaces on inset boards or puzzles Beginning to select a shape for a specific space Enjoys using blocks to create their own simple structures and arrangements	Pattern Becoming familiar with patterns in daily routines Joins in with and predicts what comes next in a story or rhyme Beginning to arrange items in their own patterns, e.g. lining up toys Measures Shows an interest in size and weight Explores capacity by selecting, filling and emptying containers, e.g. fitting toys in a pram Beginning to understand that

							things might happen now or at another time, in routines
Understanding the World	People, Culture and Communities (Discovery RE)	Special People	Christmas	Celebrations	Easter	Stories	Special Places
	The Natural World	Seasons- Autumn Habitats- minibeasts	Seasons-Winter Where I live	Seasons- Spring Growth and decay	New life Life cycle of a chick or duck (eggs in school to observe)	Seasons- Summer Farm animals	The Seaside
	Technology	Operate simple equipment, e.g. turns on CD player, uses a remote control, can navigate touch-capable technology with support Show an interest in technological toys with knobs or pulleys, real objects such as cameras, and touchscreen devices such as mobile phones and tablets Show skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images Understand that information can be retrieved from digital devices and the internet					
Expressive Arts and Design	Art/ DT	Construct with a purpose in mind, using a variety of resources Use simple tools and techniques competently and appropriately Build and construct with a wide range of objects, selecting appropriate resources and adapting their work when necessary Select the tools and techniques they need to shape, assemble and join materials they are using Explore colour and how colours can be changed Develop an understanding of using lines to enclose a space, and use drawing to represent actions and objects based on imagination, observation and experience					
	Music	Singing Focus (Introduce singing songs and nursery rhymes. These activities will continue throughout the year.)	Explore Instruments (including percussion, video/ audio recordings of musical instruments not in school, all resources with sound making possibilities such	Body Percussion and Rhythm.	Voice Sounds: pitch, volume.	Ring Games and Dance Focus	Composition Focus

			as pots and pans, wooden spoons)				
	Whole school music genre	African Jazz and Ragtime Big Band and Swing Soul Blues and 1940's R n B Calypso and Reggae Rock and Roll	Classical - Orchestral War songs Asian music Wind or Brass Band Scottish Folk/ Scottish Dance Christmas - Pop/Films/ TV Christmas - Choral	Charleston/ Lindy Hop/Jive March Flamenco/ Greek Dance Tango/ Salsa/ Rumba Country Ballard or Waltz	String Quartet Welsh Choral music A cappella and Barbershop Irish Folk or Irish Dance Jewish music Gospel / Spiritual Music	English folk / country dancing music Rap/Chant Musical Film Music Opera Rock	Pop Funk Disco Hip Hop Indie Contemporary R 'n' B Teacher's own choice
	Visits and visitors	Forest exploration	Christmas production / workshop	High Street / local area visit	Firefighter or Police visit	Farm visit	Teddy Bears Picnic