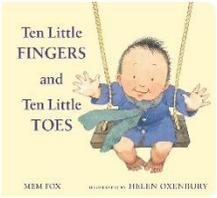
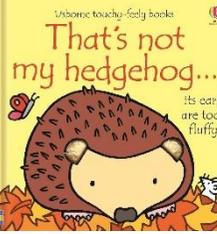
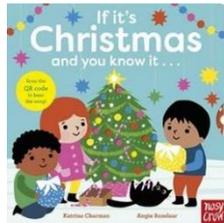
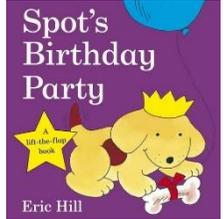
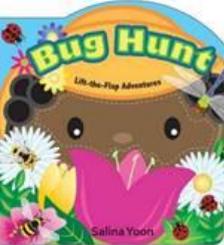
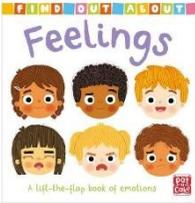
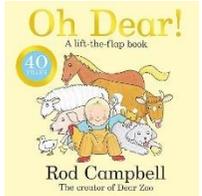
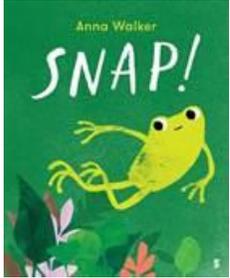
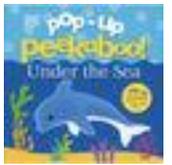
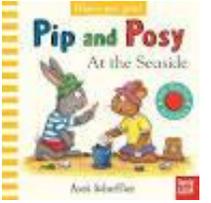


Curriculum Overview for Purple Poppies  
2023 - 2024



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

|  |  |   |   |   |  |  |   |
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|  | <p style="text-align: center;"><b>Listening, Attention &amp; Understanding</b></p> | <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> |
|  |  | <p style="text-align: center;"><b>Speaking</b></p>  | <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>  |

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|  | <b>Ongoing</b>              | Nursery Rhyme of the week<br>Action song of the week<br>Topic words of the week<br>Makaton signs of the week   |   |  |  |   |   |
|  | <b>Making Relationships</b> | <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> |

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|  | <b>Sense of Self</b>          | <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>   |
|  | <b>Understanding Emotions</b> | <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> |
|  | <b>Ongoing</b>                | Circle games, turn taking and sharing games  |  |   |   |   |  |

|                             |                              |   |  |   |  |  |   |
|-----------------------------|------------------------------|---|--|---|--|--|---|
| <b>Physical Development</b> | <b>Ongoing</b>               | Gross motor skill development through movement and games<br>Dough Disco<br>Squiggle Whilst You Wiggle<br>Funky Fingers<br>Yoga Bugs   |  |   |  |  |   |
|                             | <b>Moving &amp; Handling</b> | <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> |

|                 |                               |  |  |  |   |  |   |
|-----------------|-------------------------------|--|--|--|---|--|---|
|                 | <b>Health &amp; Self-Care</b> | <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> |
| <b>Literacy</b> | <b>Reading</b>                | <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>  |

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

|                            |  |   |   |                                     |   |                                 |   |
|----------------------------|--|---|---|-------------------------------------|---|---------------------------------|---|
|                            |  |   |   |                                     |   |                                 | 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<br>Habitats-<br>minibeasts  | Seasons-Winter<br>Where I live  | Seasons- Spring<br>Growth and decay | New life<br>Life cycle of a chick or duck (eggs in school to observe) | Seasons- Summer<br>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<br>Show an interest in technological toys with knobs or pulleys, real objects such as cameras, and touchscreen devices such as mobile phones and tablets<br>Show skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images<br>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<br>Use simple tools and techniques competently and appropriately<br>Build and construct with a wide range of objects, selecting appropriate resources and adapting their work when necessary<br>Select the tools and techniques they need to shape, assemble and join materials they are using<br>Explore colour and how colours can be changed<br>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                                       |

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