

Early Years		Autumn	Spring	Summer
		<p style="text-align: center;"><b>CURRICULUM INTENT - SPIRITUALITY, ENVIRONMENT, POSSIBILITY &amp; INITIATIVE</b></p> <p>As Hygge in the Early Years Accredited settings, we aim to provide each child with an early school experience grounded in nature. Through our Hygge approach, our children will feel warmly nurtured within our class family. Our curriculum outlines broad themes and learning experiences to be provided for our reception children. Our aim is that they have many opportunities to learn at their own pace to reach their Early Learning Goals, whilst gaining a secure foundation of knowledge and skills to prepare them for their move into Key Stage One. Our Hygge ethos encompasses our broad and balanced curriculum, drawing on natural and authentic experiences, while following the children's interests and curiosities. Therefore, this curriculum is neither an exhaustive list nor an exact schedule of the opportunities and learning our children will experience. Our curriculum is guidance only and decisions on when opportunities are provided, and skills taught, is ultimately determined by our ongoing assessment of children. This approach ensures children's interests and development needs are considered, enabling us to capture their enthusiasm and ensure individual progress</p>		
Enrichment		Black History Month - October Enterprise week for Christmas Fayre	Book Week - World Book Day STEM week	Arts week Multicultural week
RE		Branch 1 - Creation and Covenant Branch 2 - Prophecy and Promise	Branch 3 - Galilee to Jerusalem Branch 4 - Desert to Garden	Branch 5 - To the ends of the Earth Branch 6 - Dialogue and Encounter
CLL	Genres and Texts	Traditional Tales Poetry Nursery Rhymes		
	Phonics/Spelling	<i>R - Little Wandle Revised Letters and Sounds</i> Phase 2 Grapheme-Phoneme Correspondence Segment Phase 2 cvc words and blend them to read. Read Phase 2 tricky words	<i>R - Little Wandle Revised Letters and Sounds</i> Phase 3 GPCs Segment Phase 3 cvc words and blend them to read. Read Phase 3 tricky words	<i>R - Little Wandle Revised Letters and Sounds</i> Phase 4 GPCs Segment Phase 4 cvc words and blend them to read. Read Phase 4 tricky words
	Listening, Attention, Understanding and Speaking	Attend to listening games and respond appropriately Listen, engage and join in with stories Develop comprehension Extend Vocabulary Rhyme Retelling/sequencing key terms. Share Weekend News/Prayer Bear/ Circle time Show and tell/ Take turns Enunciate phonemes correctly		

		Speak in full sentences using newly introduced vocabulary Answer how and why questions		
	Reading	<b>R Little Wandle Reading Groups:</b> 1st Read – Decoding 2nd Read - Prosody/fluency 3rd Read - Comprehension	<b>Comprehension: Sticky Knowledge</b> Our children will show understanding and knowledge of: Book Talk Story Maps Shared reading Core text and additional texts Rhyming words Traditional Tales Nursery Rhymes	
	Writing	Exploring early writing/Emergent writing Mark making Name writing Segment to write CVC words Beginning correct letter formation	Segment to write CVC/CVCC/CCVC words Developing correct letter formation Phrase writing	Correct letter formation with fluency Sentence writing Rhyming words
	Vocabulary	<b>Vocabulary</b> Phoneme, grapheme, digraph, trigraph, tricky, full stop, exclamation mark, question mark, capital letter, ellipsis, sentence, phrase, prosody, expression, mnemonic, catchphrase, syllable, rhyme, fiction, nonfiction, facts, narrative, once upon a time, happily ever after, the end...		
Maths	Number	Mastering Number subitising, cardinality, ordinality and counting, composition, comparison White Rose Maths EYFS		
Knowledge and understanding of the world		<b>History Focus</b> My Family Remembrance Day Bonfire Night Black History <b>The natural world</b> Autumn animals Autumn nature hunt Harvest- fruit and vegetables	<b>Geography Focus</b> Arctic Antarctica <b>People, Culture, Communities</b> Advent Nativity Chinese New Year World Book Day Mother's Day <b>Geography Focus</b>	<b>Science Focus</b> Lifecycles Growing Plants Mini beasts <b>History Focus</b> Summer holidays past and present Now and then toys <b>People, Culture, Communities</b> Contrasting area study Dates for our Diary

	<p>Beccles/Bungay  <b>People, Culture, Communities</b>          Diwali          Hanukkah          Local area study</p>	<p>Islands          New Life  <b>History Focus</b>          Exploring changes in the local area over time.</p>	<p>Father's Day          Multi Faith          Music Day</p>
Vocabulary	<p>Meaning of date, timelines (past, present and future and the use of 'happened'), decade, century, Black History Month, diversity, segregation, racism, protest, Significant Individual, Remembrance, bonfire, fireworks, November 5th, Guy Fawkes (rhyme), King James, London, government, Houses of Parliament. Gunpowder Plot, flammable.</p>	<p>Map language, town, city, home, positional language, near,far,turn,left, right, sea, land, island, world, continents, - Europe, Antarctica, Arctic, explorer, expedition, voyage.          Weather, sunny, cloudy, rainy, snowy, hot, cold, warm, temperature, desert, rivers, directions, compass points, Norfolk, Suffolk, Waveney Valley, landmarks, capital city ...</p>	<p>Object, material, properties, animal names, carnivore, herbivore, omnivore, seasons, environment, light and dark, day and night, parts of a plant, life cycle of a butterfly, habitat, human, survival, hygiene, melting, freezing, solids, liquids, modern, antique, digital, technology</p>
Sticky Knowledge	<p>Difference between old and new family members.          That Black History month celebrates diversity.          Firework code.</p>	<p>How to read basic features on a map.          Know we live in a town called Beccles/Bungay.          Know and identify the North &amp; South Pole.          Know some animals that live in the North/South Pole - polar bear/penguin and differences.          between the two places and animals that live in each.          Know that there are different countries/continents (land masses) and begin to name some continents.          Know the different areas of our school grounds.          Know that London is the capital of England (links with History).          England is in the United Kingdom.          United Kingdom is made up of England, Scotland, Wales and Northern Ireland.</p>	<p>The difference between natural and manmade.          Compare different habitats.          Know how to test.          Know how to record.          Know how to keep their bodies clean, safe and healthy.          Understand states of matter.          Understand floating and sinking.          Know the reasons behind choice of material through exploring their properties.          Heat and temperature - to know the difference between hot and cold.          Know that 0 degrees C is freezing.          Know basic body parts.          Know the five senses.          Know how to record over time - eg life cycle of a butterfly (diary, observing changes).          Baby animal names.          What plants need to grow and survive.          Know ways to look after our environment.</p>

			Know that what I play with is different from what my parents and grandparents played with.
<b>Daily Hygge/Wanderlust Nature Study</b>	<p><b>Signs of Autumn</b> Owls, apples, mushrooms, leaves, sticks, spiders, pumpkins, hedgehogs, fire, badgers, stars, darkness.</p>	<p><b>Signs Of Winter</b> Winter, trees, hibernation, snowflakes, decorations, mountains, robins, moss, Northern Lights, ice, mud, rocks, worms.</p> <p><b>Signs of Spring</b> Rain, spring flowers, nests, beetles, beans, caterpillars, seeds, the moon, tadpoles, baby animals, rainbows, the sea.</p>	<p><b>Signs of Summer</b> Bees, herbs, sunshine and shadows, the wind, summer flowers, storms, grasses, streams, clouds, fossils, meadows, the beach.</p>
<b>Physical Development</b>	Real PE Personal Skill - Footwork Real PE Social Skill - Jumping and Landing Skill - One leg balance	Real Dance - Creative Real Gym - Cognitive	Real PE - Physical Skill - Reaction and Response Skill - Sending and Receiving Cricket - Chance to Shine Programme
<b>Sticky Knowledge</b>	<p><b>Sticky Knowledge</b> Know how to negotiate space safely and show control in movement.</p>	<p><b>Sticky Knowledge</b> Know how to move in time with music independently and with a partner. Use and control a variety of body shapes using both low and high apparatus.</p>	<p><b>Sticky Knowledge</b> Know how to throw and catch. Know how to play as a team.</p>
<b>Personal, Social and Emotional Development</b>	<p><b>Managing Self</b> Settling in Leaving main caregivers Behaviour expectations Toileting and dressing Overcome new challenges Emotional literacy Reflection on skills Transition in Year One</p>	<p><b>Self-Regulation</b> Identify feelings in self and others Develop attention Control feelings Set goals Deal with new situations Have good hygiene (spreading germs) Keep fit and healthy Hand wash and eat healthily</p>	<p><b>Building Relationships</b> Make new friends and form relationships with adults Negotiate friendship difficulties Manage changes within friendships</p>
<b>Fine Motor Skills</b>	Know how to make meaningful marks	Know how to use cutlery effectively; know and use the correct tripod grip with good control and a secure posture for sitting; know how to use two-hole scissors effectively.	Know how to make accurate drawings and write letters that can be recognised by themselves and others.

MFL  
(non-statutory)

Greetings and simple conversations