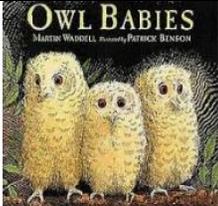
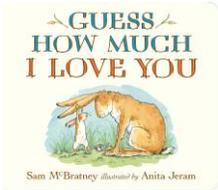
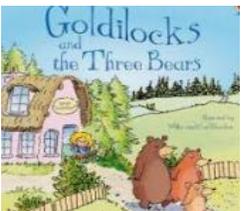
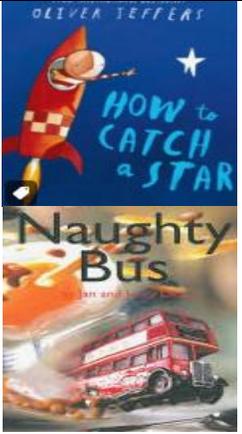
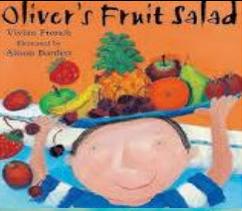
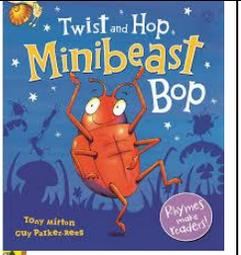
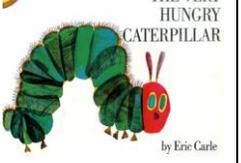
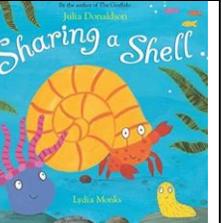
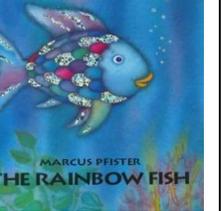


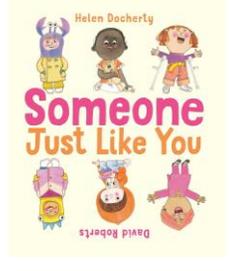
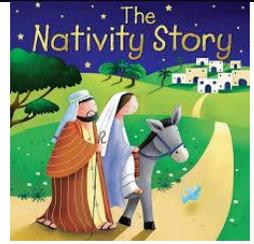
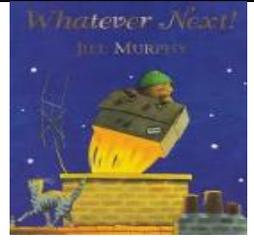
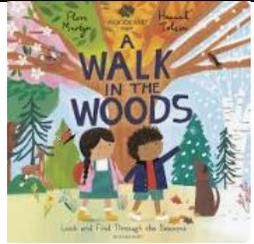
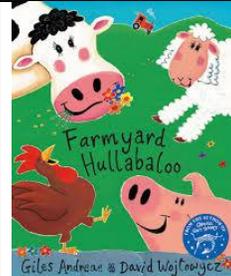
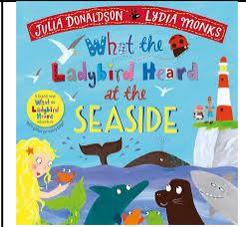


The Bishop John Robinson Curriculum

Creation Class (Nursery)

Be the Best We Can; Join in Learning, Play and Prayer and Remember God's Word

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Themes	All About Me Settling in Family and Friendships Health and Wellbeing	Terrific Tales Traditional Tales Celebrations including: Fireworks, Hanukkah and Christmas	Let's Take a Trip Past and Present Transport Journeys Space	The World Outside Plants and Flowers Growing and Change Weather Seasons	Amazing Animals Life Cycles Mini Beasts Animals around the world Fantasy and adventure - Dinosaurs	Under the Sea Under the Sea At the Seaside Fantasy and adventure - Pirates and Mermaids
Inspiring Moments	Nurse Visit Police Visit Fire Station	Autumn Walk Church Visit	Walk to the park - Map drawing/following Transport Museum Planetarium	Local Walk - Observing changes through the seasons Planting	Forest School Visit a farm Animal visit (in school)	Forest School Animal visit (in school)
What we are Reading	 	 		 	 	 

						
Personal, Social and Emotional Development	<p>Self-regulation: Settling in; identifying simple emotions; beginning to follow routines; co-regulation.</p> <p>Managing self: Separating from carers; learning routines; basic hygiene; beginning independence.</p> <p>Relationships: Playing alongside others; forming bonds with adults; early turn-taking.</p>	<p>Self-regulation: Turn-taking with modelling; naming emotions; engaging longer in play.</p> <p>Managing self: Expressing needs verbally; choosing activities; developing self-care independence.</p> <p>Relationships: Cooperative play emerging; sharing with prompts; empathy developing.</p>	<p>Self-regulation: Preparing for transition; coping with changes; managing frustration better.</p> <p>Managing self: Greater independence in routines; confidence for new class.</p> <p>Relationships: Stronger peer relationships; engaging in group play</p>			
Communication and Language	<p>Listening, Attention & Understanding: Settling into routines; listening to simple stories; recognising sounds; following simple instructions</p> <p>Speaking: Expressing needs; building basic vocabulary; naming familiar objects; talking about home experiences.</p>	<p>Listening, Attention & Understanding: Listening for longer; answering simple questions about stories; understanding prepositions and simple concepts.</p> <p>Speaking: Using longer sentences; beginning to use connectives; retelling simple events.</p>	<p>Listening, Attention & Understanding: Following 2-step instructions; retelling parts of a story; joining in with rhymes.</p> <p>Speaking: Speaking in clear sentences; asking questions; using descriptive vocabulary.</p>			
Physical Development	<p>Gross motor: Exploring movement; climbing; outdoor play; basic balancing.</p> <p>Fine motor: Early mark-making; strengthening hands; simple tools.</p> <p>Self care: Toileting, handwashing, putting on coats with support.</p>	<p>Gross motor: Running, jumping, negotiating space; ball skills emerging.</p> <p>Fine motor: Cutting practice; threading; drawing shapes and simple pictures.</p> <p>Self care: Developing independence in zips, shoes and tidying.</p>	<p>Gross motor: Confidence using outdoor equipment; developing strength</p> <p>Fine motor: Stronger hand control; forming simple letters, patterns and shapes</p> <p>Self care: Confidence in routines; preparing for Reception</p>			

<p>Literacy</p>	<p>Sharing books and listening to simple stories; handle books correctly; join in with familiar rhymes.</p> <p>Make random marks; explore mark-making tools; draw circles, lines, dots.</p>	<p>Talk about characters or pictures; join in with repeated refrains; recall simple events.</p> <p>Give meaning to marks; draw simple shapes; attempt to copy lines and curves.</p>	<p>Answer simple questions about stories; predict what might happen next.</p> <p>Exploring non-fiction books about space and vehicles.</p> <p>Begin to form letters in their name; draw people with basic features; enjoy mark-making with a purpose (e.g in play; creating tickets, signs, and simple captions).</p>	<p>Retell parts of a familiar story using images or props.</p> <p>Write letter-like shapes; experiment with writing during role play; begin to trace letters.</p>	<p>Talk about favourite stories; act out story scenes.</p> <p>Attempt to write own name independently; draw clearer pictures with labels (adult-scribed).</p>	<p>Shows understanding of story sequence (beginning, middle, end).</p> <p>Write first name; write recognisable symbols/letters; begin to hear sounds in words.</p>
<p>Phonics (Success for All)</p>	<p>SFA Phonics (See plans)</p> <p>Phonological Awareness (Phase 1 Letters and Sounds)</p>	<p>SFA Phonics (See plans)</p> <p>Phonological Awareness (Phase 1 Letters and Sounds)</p>	<p>SFA Phonics (See plans)</p> <p>s, a, t, p, i, n, m, d, g, o, c, k Alphabet Chant Hear Phonemes Read GPCs Present New GPC Model Phoneme Say it Fast Write New Grapheme</p>	<p>SFA Phonics (See plans)</p> <p>e, u, r, h, b, f, l, j, v, w, x, y, z Alphabet Chant Hear Phonemes Read GPCs Present New GPC Model Phoneme Say it Fast Break it Down Write New Grapheme</p>	<p>SFA Phonics (See plans)</p> <p>s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b Alphabet Chant Hear Phonemes Read GPCs Stretch and Read (with previously taught GPCs) Present New GPC Model Phoneme ay it Fast Break it Down Stretch and Read (with new GPC) Write New Grapheme</p>	<p>SFA Phonics (See plans)</p> <p>f, ff, ll, ll, ss, j, v, w, x, y, z, zz, qu, ch, sh, th, ng Alphabet Chant Hear Phonemes Read GPCs Stretch and Read (with previously taught GPCs) Present New GPC Model Phoneme Say it Fast Break it Down Stretch and Read (with new GPC) Write New Grapheme Stretch and Count / Stretch and Spell</p>
<p>Mathematics</p> <p>*Days of the week/Months will be covered during daily calendar sessions</p>	<p>White Rose</p> <p>More than, fewer than, same Explore and build with shapes Explore Repeats Hear and say number names</p>	<p>White Rose</p> <p>Begin to order number names I see 1, 2, 3... Join in with repeats Explore position and space</p>	<p>White Rose</p> <p>Show me 1, 2, 3 Move and label 1, 2, 3 Explore position and routes Explore patterns</p>	<p>White Rose</p> <p>Take and give 1, 2, 3 Match, talk, push and pull Talk about dots Compare and sort collections</p>	<p>White Rose</p> <p>Lead on own repeats Start to puzzle Making patterns together Make games and actions</p>	<p>White Rose</p> <p>Show me 5 My own pattern Stop at 1, 2, 3, 4, 5 Match, sort, compare</p>

<p>Understanding the World</p>	<p>Simple talk about self & family -</p> <p>Talk about themselves and their family (parents, grandparents, siblings) and how they help</p> <p>Notice similarities/differences between themselves and others.</p> <p>Begin to understand routines at home and school (jobs around the house)</p> <p>Explore senses through play (sound, touch, smell)</p>	<p>Sequence simple events, recognise celebrations -</p> <p>Recognise that stories come from different places and times.</p> <p>Talk about events in stories using simple sequencing.</p> <p>Begin to notice cultural differences in celebrations (e.g., Diwali/Christmas)</p> <p>Exploring properties of materials</p>	<p>Notice features of school/local area -</p> <p>Name common transport and its purpose.</p> <p>Notice features of their immediate environment (school, local area).</p> <p>Begin to use simple positional language linked to maps.</p>	<p>Observe changes, simple exploring (water, materials) -</p> <p>Observe and talk about changes in weather and the effects of weather on what we wear and do</p> <p>Notice seasonal changes (plants, animals).</p> <p>Life cycle of a plant; observing growth and change</p> <p>Explore natural materials (mud, leaves, water)</p> <p>Exploring The Easter story</p>	<p>Name and sort animals:</p> <p>Name common animals and their babies.</p> <p>Talk about animal habitats in simple terms.</p> <p>Observing real bugs and insects outdoors</p> <p>Learn how to care for living things.</p> <p>Looking after other environments</p>	<p>Simple exploring (water, materials), Basic ideas (don't litter):</p> <p>Recognise a range of sea animals.</p> <p>Explore water play to investigate floating/sinking.</p> <p>Talking about water safety and the beach environment</p> <p>Understand simple ways to care for oceans (don't drop litter).</p>
<p>Expressive Arts and Design</p>	<p>Singing nursery rhymes</p> <p>Exploring musical instruments</p> <p>Developing role-play scenarios</p> <p>Exploration</p> <p>Make marks with fingers, crayons, paint; experiment with large movements; notice colours.</p> <p>Focus artists: Jackson Pollock (splatter painting), Jean-Michel Basquiat (expressive marks)</p>	<p>Singing nativity songs</p> <p>Developing role-play scenarios</p> <p>Creating themed art using a range of media</p> <p>Colour & Texture</p> <p>Explore colour mixing; use tools like rollers/sponges; create collages with textures.</p> <p>Focus artists: Henri Matisse (collage cut-outs), Andy Goldsworthy (natural textures)</p>	<p>Cutting and sticking materials</p> <p>Building with blocks</p> <p>Creating models such as rockets and vehicles using recycled materials</p> <p>Singing transport songs and dancing to space-themed music</p> <p>Shape & Pattern</p> <p>Explore simple shapes; repeat patterns; begin to name marks.</p> <p>Focus artists: Wassily Kandinsky (circles/lines), Paul Klee (simple shapes)</p>	<p>Exploring musical instruments</p> <p>Creating weather-inspired art and singing seasonal songs and rhymes</p> <p>Making a fruit salad</p> <p>Representation</p> <p>Draw with meaning (faces/people); combine materials; describe artwork</p> <p>Focus artists: Pablo Picasso (portraits), Frida Kahlo (self-portraits)</p>	<p>Exploring through pretend play and stories</p> <p>Exploring instruments to represent animal sounds</p> <p>Nature & Construction</p> <p>Use natural objects in printing/art; experiment with 3D construction; improve scissor/glue skills.</p> <p>Focus artists: Georgia O'Keeffe (flowers), Andy Goldsworthy (nature sculptures)</p>	<p>Singing songs</p> <p>Exploring instruments to represent environmental sounds</p> <p>Independence & Expression</p> <p>Choose tools/colours independently; begin to plan creations; talk about artwork.</p> <p>Focus artists: Joan Miró (playful abstracts), Howard Hodgkin (bold colour)</p>
<p>Safeguarding Across the Curriculum</p>	<p>Internet Safety</p>	<p>Keeping safe – feelings and emotions</p>	<p>Anti-bullying week</p>	<p>Respecting Privacy</p>	<p>NSPCC PANTS rule</p>	<p>Valuing difference</p> <p>Preparing for Transition</p>

