
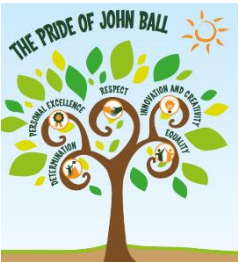
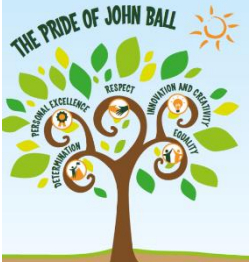
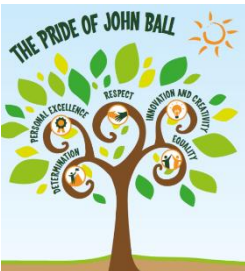
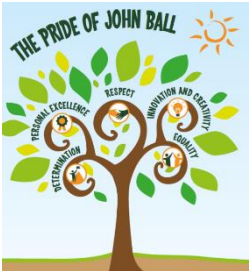
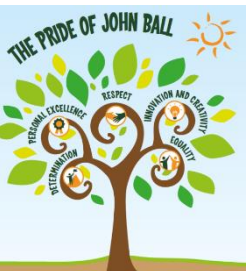


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RECEPTION	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>The topic we will be learning is:</b>	Settling In/ Marvellous Me	Celebrations	Where in the World?	Time Travel	All Creatures Great and Small	All Creatures Great and Small Traditional Tales
<b>Inspiring moment:</b>	Self Portraits	Christmas Pantomime	Chinese New Year Dancing	Large Scale Cave Art	Butterflies	Discover Centre Trip
<b>PSED:</b>	<p><b>Introduce:</b></p> <p><b>Buzzing Bees!</b></p> <p>JB Rules Be Kind, Be Safe, Be Ready.</p>  <p><b>Aim:</b> To introduce the John Ball Bees (Golden Rules)</p> <ul style="list-style-type: none"> <li>-Build constructive and respectful relationships.</li> <li>-Explaining the reasons for rules and boundaries.</li> <li>-To encourage independence and an awareness of personal safety.</li> </ul>	<p><b>Introduce:</b></p> <p><b>My Best Self</b></p> <p>JB Pride Tree Branch: PERSONAL EXCELLENCE</p>  <p><b>Aim:</b> Express their feelings and consider the feelings of others. -Show sensitivity to their own needs and the needs of others</p>	<p><b>Never Give Up!</b></p> <p>Branch: DETERMINATION</p>  <p><b>Aim:</b> Show resilience and perseverance in the face of challenge. -Set and work towards a goal</p>	<p><b>I Care!</b></p> <p>Branch: RESPECT</p>  <p><b>Aim:</b> Identify and moderate their own feelings socially and emotionally. -Regulate behaviour</p>	<p><b>We are one!</b></p> <p>Branch: EQUALITY</p>  <p><b>Aim:</b> Think about the perspectives of others -Work and play cooperatively and take turns. -Team work</p>	<p><b>Imagine that!</b></p> <p>Branch: INNOVATION AND CREATIVITY</p>  <p><b>Aim:</b> Managing own Personal Hygiene Needs (Including dental) -Everyday heroes (People who Help Us) -Know and talk about the different factors that support their overall health and wellbeing</p>
<b>Communication and Language</b>	<b>Aim:</b> Understand how to listen carefully and why listening is important. -Learn new vocabulary.	<b>Aim:</b> Ask questions to find out more and to check they understand what has been said to them. -Articulate their ideas and	<b>Aim:</b> Listen to and talk about stories to build familiarity and understanding. - Use talk to help work	<b>Aim:</b> Use new vocabulary in different contexts. -Retell the story, once they have developed a deep familiarity with	<b>Aim:</b> Engage in non-fiction books. -Listen to and talk about selected non-fiction to	<b>Aim:</b> Learn rhymes, poems and songs. -Listen carefully to rhymes and songs, paying attention to how they sound.

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	-Use new vocabulary through the day.	thoughts in well-formed sentences	out problems and organise thinking and activities, and to explain how things work and why they might happen.	the text, some as exact repetition and some in their own words.	develop a deep familiarity with new knowledge and vocabulary.	
<b>Maths</b>	<p><b>Number:</b></p> <p>ELG- Deep Understanding of Numbers 1-5</p> <p>LQ: Can I use one to one correspondence when counting objects?</p> <p>ELG- Subitising 1-5: Recognising Quantities without Counting</p> <p>LQ: Can I demonstrate how numbers are used to identify how many objects are in a set?</p> <p>ELG- Deep Understanding of Numbers 5-10</p> <p>LQ: Can I use one to one correspondence when counting objects?</p> <p>ELG- Subitising 5-10: Recognising Quantities without Counting</p> <p>LQ: Can I demonstrate how numbers are used to identify how many objects are in a set?</p> <p>ELG- Compare quantities up to 10 in different contexts, recognising when one quantity is greater/less than another.</p> <p>LQ: Can I compare quantities using terms such as "less than," "more than" and "equal to?"</p>	<p><b>Number:</b></p> <p>ELG- Verbally count to 10, recognising the pattern of the counting system.</p> <p>LQ: Can I use a number line to help me understand one more / one less?</p> <p>ELG: Verbally count to 10, recognising the pattern of the counting system.</p> <p>LQ: Can I use a number line to put the numerals in the correct order?</p> <p>ELG: Verbally count to 10, recognising the pattern of the counting system.</p> <p>LQ: Can I use a number line to help me fill in the missing numbers?</p> <p>Spatial Reasoning Skills: Select, rotate and manipulate shapes</p>	<p><b>Number:</b></p> <p>ELG: Verbally Count to 20</p> <p>LQ: Can I confidently count beyond ten?</p> <p>Sequencing of teen numbers.</p> <p>LQ: Can I understand the composition of teen numbers?</p> <p>LQ: Can I compare Numbers using mathematical terms?</p> <p>Relationship with consecutive numbers.</p> <p>ELG: Explore the composition of numbers to 20.</p> <p><b>Spatial Reasoning Skills:</b> Understand repeating patterns</p>	<p><b>Number:</b></p> <p>ELG: Automatically recall number bonds for numbers 0-5</p> <p><b>Spatial Reasoning Skills:</b> Early Addition and Subtraction</p>	<p><b>Number:</b></p> <p>ELG: Automatically recall number bonds for numbers 0-10</p> <p><b>Spatial Reasoning Skills:</b> Compare Weight, Length and Capacity</p>	<p><b>Number:</b></p> <p>ELG: Automatically recall number bonds 0-10 including some facts about Doubling and Halving</p> <p>ELG: Explore and represent patterns within numbers to 10, including evens and odds, double facts and how quantities can be distributed evenly.</p> <p>Review, recap, revise</p>

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Literacy (Reading)	<u>SPOTLIGHT ON: PSHE</u>	<u>SPOTLIGHT ON: RE</u>	<u>SPOTLIGHT ON: GEORGRAPHY</u>	<u>SPOTLIGHT ON: HISTORY</u>	<u>SPOTLIGHT ON SCIENCE:</u>	<u>SPOTLIGHT ON: EXPRESSIVE ARTS</u>
	<p>-Reading as a tool for expression.</p> <p>-Understanding our emotions</p>	<p>Reading to build vocabulary (story sequencing, repeated phrases)</p> <p>Begin Drawing into Writing</p> <p>Reading to promote understanding of different ways of life</p> <p>Story Mapping</p> <p>Purpose: retelling stories.</p>	<p>Reading to inform about the word around us</p>	<p>Reading to entertain, encouraging recognition of humour in text.</p> <p>Reading to inspire reflection (where are the dinosaurs now? Now and then comparisons.)</p>	<p>Reading for knowledge /independently sourcing facts through a Non fiction text.</p>	<p>Reading for pleasure.</p> <p>Promoting 'out of box' thinking. Reading for freedom. Familiar character's vs out of context setting.</p> <p>Inspiring independent story writing</p>
Our key English texts	<ul style="list-style-type: none"> <li>• 'I Have to Start School today'</li> <li>• The Colour Monster</li> <li>• Meisha Makes Friends</li> <li>• The Tiny Seed</li> <li>• Funny Bones</li> </ul>	<ul style="list-style-type: none"> <li>• Rama and Sita and The Story of Diwali</li> <li>• Zim, Zam Zoom</li> <li>• A Stroll through the Seasons</li> <li>• Hanukkah Bear</li> <li>• Stick Man</li> <li>• Nativity Story</li> <li>• The Jolly Christmas Postman</li> </ul>	<ul style="list-style-type: none"> <li>• Paddington</li> <li>• Handa's Surprise</li> <li>• No Room for Baby Roo</li> <li>• The Emperor's Egg</li> <li>• Poles Apart</li> <li>• The Great Race</li> </ul>	<ul style="list-style-type: none"> <li>• Cave Baby</li> <li>• Dinosaurs Love Underpants</li> <li>• Harry and the Dinosaurs</li> <li>• Little People, Big Dreams: Mary Anning</li> <li>• Little People. Big Dreams: David Attenborough</li> <li>• The Reptile Club</li> </ul>	<ul style="list-style-type: none"> <li>• The Big Book of Bugs</li> <li>• Monkey Puzzle</li> <li>• This Moose belongs to Me</li> <li>• Leaf</li> <li>• The First Book of the Sea</li> <li>• Dear Greenpeace</li> </ul>	<ul style="list-style-type: none"> <li>• The Princess and the Pea</li> <li>• The Billy Goats Gruff</li> <li>• The three Little Pigs</li> <li>• Jack and the Beanstalk</li> <li>• Little Red Riding Hood</li> <li>• Mr Wolf's Pancakes</li> </ul>
Writing	<ul style="list-style-type: none"> <li>• Initial sound writing</li> <li>• Name writing</li> <li>• Initial Sounds</li> <li>• Children form letters to cement grapheme/ phoneme correspondence.</li> </ul>	<ul style="list-style-type: none"> <li>• CVC Words blending</li> <li>• Drawing into Writing</li> </ul> <p>Sentence structure (finger spaces, full stops, capital letters.)</p> <p>Story Mapping</p> <ul style="list-style-type: none"> <li>• Party Invitations</li> <li>• Lists</li> </ul>	<ul style="list-style-type: none"> <li>• Drawing into Writing</li> <li>• Speech Bubble Writing</li> <li>• Letter Writing</li> </ul>	<ul style="list-style-type: none"> <li>• Drawing into Writing</li> <li>• Wow Word Writing</li> <li>• Time Capsule Writing</li> </ul>	<ul style="list-style-type: none"> <li>• Drawing into Writing</li> <li>• Fact files</li> </ul>	<ul style="list-style-type: none"> <li>• Drawing into Writing</li> <li>• Recipes Lists</li> <li>• Key features of Traditional Tales</li> </ul>
Phonics	<ul style="list-style-type: none"> <li>• <u>Phase 2:</u></li> <li>• s/a/t/p/i/n/m/d</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Revise</u></li> <li>• g/o/c/k/e/u/r h/b/f /ff/ l/ ll /ss</li> <li>• Revise</li> <li>• Tricky Words: to, the, no, go, I, into</li> <li>• CVC Words blending/ segmenting</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Phase 3:</u></li> <li>• j/ v / w / x / y</li> <li>• z / zz / qu / ch / sh / ng</li> <li>• Tricky Words: me, be, he, my, by, she, they</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Revise:</u></li> <li>• ai /ee /ai /oa /oo (long) oo (short)</li> <li>• ar /or /ur /ow /oi</li> <li>• ear /air /ure /er</li> <li>• Tricky Words: we, are, you, all, was, give</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Phase 4</u></li> <li>• CVCC words</li> <li>• Tricky Words: said /have / like /so /do /some / come /were / there / little / one / when / out /what</li> </ul>	<ul style="list-style-type: none"> <li>• Revision from the year</li> </ul>

Understanding the World

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<b>History (UW)</b>	<b>Marvellous Me:</b> When I was a baby!	<b>Celebrations:</b> Why do we celebrate? Exploring the purpose of festivals and key dates in our calendar (eg- Bonfire night.)	<b>Where in the World:</b> Past and Present: How has London changed?	<b>Time Travel:</b> Where did the Dinosaurs go?	<b>All Creatures Great and Small:</b> It's all History! Our own History. Looking back on our Learning Journey.	<b>Traditional Tales:</b> Compare and contrast characters from stories and figures from the past.
<b>Geography (UW)</b>	<b>Unit Title:</b> It's a Small World	<b>Unit Title:</b> Seasons of the Year	<b>Unit title:</b> Where in the World (compare and contrast different countries) Antarctic (two week project)	<b>Unit Title:</b> Land Before Time: Jurassic World vs Today	<b>Unit title:</b> Habitats	<b>Unit title:</b> Habitats <b>Unit title:</b> Far Far Away: Imaginary Worlds
<b>RE (UW)</b>	<b>Focus:</b> All are Welcome. Equality.	<b>Focus:</b> Diwali Hannukah Christmas	<b>Focus:</b> Chinese New Year Valentines Day	<b>Focus:</b> St Patrick's Day Passover Holi Easter	<b>Focus religion:</b> Ramadan St George's Day (23 <sup>rd</sup> April)	<b>Focus:</b> Humanist Day (Promoting Positive Values.)
<b>Science (UW)</b>	<u>Growing!</u>  Growing up Planting Crops- Growing for Harvest	<u>Four Seasons</u>  Seasonal Changes Sources of Light	<u>Cold as Ice</u>  Blubber Experiment Ice Cube Experiment	<u>How it's Made</u>  Materials Floating and Sinking	<u>Round and Round we go!</u>  Life Cycles	<u>Go Green!</u>  Looking after habitats across the world.  Preserving the planet  Recycling- Reduce, Reuse, Recycle.
<b>Expressive Art and Design</b>	<b>Unit title:</b> Marvellous Me!  <ul style="list-style-type: none"> <li>• Self Portraits</li> <li>• Colour Mixing</li> <li>• Imaginative movement through dance</li> <li>• Familiar Rhymes</li> </ul>	<b>Unit title:</b> Celebrations  <ul style="list-style-type: none"> <li>• Rangoli patterns</li> <li>• Collage</li> <li>• Printing (bonfire art)</li> <li>• Christmas themed art</li> <li>• Nativity Songs and Dance performances.</li> </ul>	<b>Unit title:</b> Where in the World?  <ul style="list-style-type: none"> <li>• Make an Igloo (creative learning project)</li> <li>• Talking about paintings (Dutch Winter scenes)</li> <li>• Discussion about music and emotional interpretation.</li> <li>• Music from around the world</li> </ul>	<b>Unit title:</b> Time Travel  <ul style="list-style-type: none"> <li>• Make a dinosaur fossil (imprinting with found objects in clay)</li> <li>• Cave Art- Large scale artwork to music.</li> </ul>	<b>Unit title:</b> All Creatures Great and Small  <ul style="list-style-type: none"> <li>• Butterfly paintings with pattern and symmetry as the focus</li> <li>• Design a Bug Hotel</li> <li>• Design a Superhero</li> <li>• Imaginary Creatures</li> <li>• Close up Bugs!</li> </ul>	<b>Unit title:</b> Happily Ever After  <b>Unit title:</b> Traditional Tales  <ul style="list-style-type: none"> <li>• Make a puppet</li> <li>• Make a character mask</li> </ul> Make use of props and materials to retell stories
<b>Physical Development</b>	<u>Gross Motor:</u> Revise and Refine fundamental movement skills: Lining Up	<u>Gross Motor:</u> Developing control and precision through: Challenge	<u>Gross Motor:</u> Co-ordination	<u>Gross Motor:</u> Problem solving/ Obstacles.	<u>Gross Motor:</u> Core skills	<u>Gross Motor:</u> Develop confidence, competence, precision and



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	<p>Negotiating space</p> <p>Dance</p> <p><u>Fine Motor:</u> Funky Finger Threading Tweezers to build fine motor Large Construction</p>	<p>Balance Stillness</p> <p>Dance for celebrations</p> <p><u>Fine Motor:</u> Pencil Skills Scissor Skills Smaller Construction</p>	<p>Introduce a range of resources used to bat, pat and hit a ball, modelling how to do this and giving children plenty of time for practice.</p> <p>Ball skills Pedalling skills</p> <p>Dance for nativity</p> <p><u>Fine Motor:</u> Artistic creations with purpose. Construction with purpose.</p>	<p>Refine movements with precision and accuracy (changing directions, combining movements.)</p> <p>Dance</p> <p><u>Fine Motor:</u> Refining pencil skills and drawing.</p>	<p>Refining throwing, catching, rolling with precision.</p> <p>Introduce children to ball games with teams, rules and targets when they have consolidated their ball skills.</p> <p>Dance</p> <p><u>Fine Motor:</u> Refining pencil skills and drawing.</p>	<p>accuracy when engaging in activities that involve a ball.</p> <p><u>Fine Motor:</u> Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>Dance</p>
<b>Safeguarding (from across the curriculum)</b>	Internet Safety	Keeping safe - feelings and emotions	Anti-bullying week	Respecting Privacy	NSPCC PANTS rule	Valuing difference Preparing for Transition
<b>Creative Learning Project</b>	<b>Task:</b> Happiness Box	<b>Task:</b> Make a puppet of an animal that hibernates during the winter	<b>Task:</b> Make a map	<b>Task:</b> Make a fact sheet about your favourite dinosaur	<b>Task:</b> Design your own board game with numbered squares	<b>Task:</b> Healthy eating project