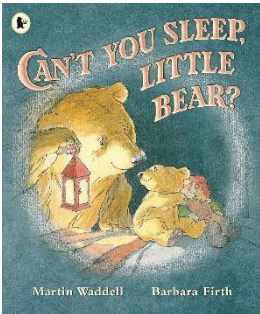
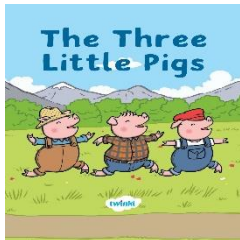
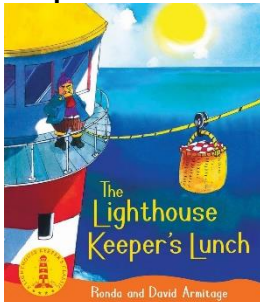


Curriculum intent (overview) – To deepen students’ skills and knowledge through a broad and balanced curriculum which prepares students for adulthood.

Class - Discovery Curriculum - Literacy/Lessons weekly

Year	2024 – 2025 Autumn 1	2024 – 2025 Autumn 2	2024 – 2025 Spring 1	2024 – 2025 Spring 2	2024 – 2025 Summer 1	2024 – 2025 Summer 2
	<p>Topic: All about Me and my Family Focus Retell part of a simple story</p> <p>Key Texts: Owl Babies</p>  <p>Key Skills and Knowledge:</p> <p>Speaking & Listening Linguistic Vocabulary, asking & answer questions, orally develop own narratives. Physical Voice and good control of small</p>	<p>Topic: Celebrations Focus Recount</p> <p>Key Texts: Can't you sleep little bear</p>  <p>Key Skills and Knowledge:</p> <p>Speaking & Listening Linguistic Vocabulary, asking & answer questions, orally develop own narratives. Physical</p>	<p>Topic: Once Upon a time Focus Traditional tales</p> <p>Key Texts: Three Little Pigs</p>  <p>Key Skills and Knowledge:</p> <p>Speaking & Listening Linguistic Vocabulary, asking & answer questions, orally develop own narratives. Physical Voice and good control of small</p>	<p>Topic: Amazing Animals Focus Letter</p> <p>Key Texts: Dear Zoo</p>  <p>Key Skills and knowledge:</p> <p>Speaking & Listening Linguistic Vocabulary, asking & answer questions, orally develop own narratives. Physical Voice and good control of small movements. Cognitive</p>	<p>Topic: Our Wonderful World Focus Settings</p> <p>Key Texts: The Lighthouse Keeper's Lunch</p>  <p>Key Skills and Knowledge:</p> <p>Speaking & Listening Linguistic Vocabulary, asking & answer questions, orally develop own narratives. Physical</p>	<p>Topic: Let it Grow Focus Labels, lists, captions.</p> <p>Key Texts: The Enormous Turnip</p>  <p>Key Skills and Knowledge:</p> <p>Speaking & Listening Linguistic Vocabulary, asking & answer questions, orally develop own narratives. Physical Voice and good control of small movements.</p>

Curriculum intent (overview) – To deepen students’ skills and knowledge through a broad and balanced curriculum which prepares students for adulthood.

<p>movements. Cognitive Content, ask & answer questions, use of imaginary/memory skills, increasing attention span and being more active in the learning process, Clarifying and summarizing.. Social and emotional Confident to speak in a familiar group, take turns and work co-operatively, listening and responding.</p> <p>Word Reading:</p> <ul style="list-style-type: none"> • Pay attention and respond to the pictures or the words. • Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. <p>Reading Comprehension:</p> <ul style="list-style-type: none"> • Have favourite books and seek them out, to share with an adult, with another child, or to look at alone. • Repeat words and phrases from familiar stories. • Ask questions about the book. 	<p>Voice and good control of small movements. Cognitive Content, ask & answer questions, use of imaginary/memory skills, increasing attention span and being more active in the learning process, Clarifying and summarizing.. Social and emotional Confident to speak in a familiar group, take turns and work co-operatively, listening and responding</p> <p>Word Reading:</p> <ul style="list-style-type: none"> • Pay attention and respond to the pictures or the words. • Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. <p>Reading Comprehension:</p> <ul style="list-style-type: none"> • Have favourite books and seek them out, to share with an adult, with another child, or to look at alone. • Repeat words and phrases from familiar stories. 	<p>movements. Cognitive Content, ask & answer questions, use of imaginary/memory skills, increasing attention span and being more active in the learning process, Clarifying and summarizing.. Social and emotional Confident to speak in a familiar group, take turns and work co-operatively, listening.</p> <p>Word Reading</p> <ul style="list-style-type: none"> • Understand the five key concepts about print: <ul style="list-style-type: none"> - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book. - page sequencing • Develop their phonological awareness, so that they can: <ul style="list-style-type: none"> - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial 	<p>Content, ask & answer questions, use of imaginary/memory skills, increasing attention span and being more active in the learning process, Clarifying and summarizing.. Social and emotional Confident to speak in a familiar group, take turns and work co-operatively, listening and responding.</p> <p>Word Reading</p> <ul style="list-style-type: none"> • Understand the five key concepts about print: <ul style="list-style-type: none"> - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing • Develop their phonological awareness, so that they can: <ul style="list-style-type: none"> - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as 	<p>Voice and good control of small movements. Cognitive Content, ask & answer questions, use of imaginary/memory skills, increasing attention span and being more active in the learning process, Clarifying and summarizing.. Social and emotional Confident to speak in a familiar group, take turns and work co-operatively, listening and responding.</p> <p>Word Reading</p> <ul style="list-style-type: none"> • Read individual letters by saying the sounds for them. • Blend sounds into words, so that they can read short words made up of known letter - sound correspondences. • Read some letter groups that each represent one sound and say sounds for them. • Read a few common exception words matched to the school’s phonic programme. 	<p>Cognitive Content, ask & answer questions, use of imaginary/memory skills, increasing attention span and being more active in the learning process, Clarifying and summarizing.. Social and emotional Confident to speak in a familiar group, take turns and work co-operatively, listening and responding.</p> <p>Word Reading</p> <ul style="list-style-type: none"> • Say a sound for each letter in the alphabet and at least 10 digraphs • Read words consistent with their phonic knowledge by sound-blending • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. <p>Reading Comprehension:</p> <ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
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	<ul style="list-style-type: none"> • Make comments and shares their own ideas. <p>Writing:</p> <ul style="list-style-type: none"> • Copy finger movements and other gestures • Enjoy drawing freely. Add some marks to their drawings, which they give meaning to. For example: “That says mummy.” • Make marks on their picture to stand for their name. 	<ul style="list-style-type: none"> • Ask questions about the book. • Make comments and shares their own ideas. <p>Writing:</p> <ul style="list-style-type: none"> • Copy finger movements and other gestures • Enjoy drawing freely. Add some marks to their drawings, which they give meaning to. For example: “That says mummy.” • Make marks on their picture to stand for their name. 	<p>sound, such as money and mother.</p> <p>Reading Comprehension:</p> <ul style="list-style-type: none"> • Understand key concepts about print: <ul style="list-style-type: none"> - print has meaning - print can have different purposes • Engage in extended conversations about stories, learning new vocabulary. <p>Writing:</p> <ul style="list-style-type: none"> • Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing ‘m’ for mummy. • Write some or all of their name. • Write some letters accurately. 	<p>money and mother.</p> <p>Reading Comprehension:</p> <ul style="list-style-type: none"> • Understand key concepts about print: <ul style="list-style-type: none"> - print has meaning - print can have different purposes • Engage in extended conversations about stories, learning new vocabulary. <p>Writing:</p> <ul style="list-style-type: none"> • Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing ‘m’ for mummy. • Write some or all of their name. • Write some letters accurately 	<ul style="list-style-type: none"> • Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. • Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. <p>Reading Comprehension:</p> <ul style="list-style-type: none"> • Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Compare and contrast characters from stories, including figures from the past. <p>Writing:</p> <ul style="list-style-type: none"> • Form lower-case and capital letters correctly, • Spell words by identifying the sounds and then writing the sound with letter/s. • Write short sentences with words with known sound-letter correspondences 	<ul style="list-style-type: none"> • Anticipate – where appropriate – key events in stories. • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during roleplay. <p>Writing:</p> <ul style="list-style-type: none"> • Write recognisable letters, most of which are correctly formed, • Spell words by identifying sounds in them and representing the sounds with a letter or letters, • Write simple phrases and sentences that can be read by others.
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					using a capital letter and full stop. • Re-read what they have written to check that it makes sense.	
Links to Gatsby Benchmarks:	4. Working as a social worker.	4. Working as a party entertainer.	4. Working as a builder.	4. Working in the Zoo.	4. working on the seashore.	4. working as a farmer.