

THE VINE INTER CHURCH PRIMARY SCHOOL
YEARLY CURRICULUM MAP 2024-2025

Pre-School	AUTUMN 1 Amazing Me 7+ 3	AUTUMN 2 Our World (local) 7	SPRING 1 Traditional Tales 6	SPRING 2 New Life 6	SUMMER 1 Fantasy Land (Peter Pan) 4 + 4	SUMMER 2 Real Heros 6 + 4
Literacy	<p>Focus Stories: The Colour Monster, Golden rules books, Funnybones.</p>  <p>Reading – Begin to understand the five key concepts of print. Writing – Mark making and ascribing meanings to marks made. Baseline assessment Phase One Phonics– Aspect 1 – Environmental sound discrimination Aspect 2 – instrumental sound discrimination C&L - Role Play – Home corner Small group time – for listening to and talk to others about themselves and things that interest them. Enjoy listening to longer stories and can remember much of what happens. Can find it difficult to pay attention to more than one thing at a time.</p>	<p>Focus Stories: Handa's surprise, All around me by Shirley Huges stories. Owl babies, Percy park keeper.</p>  <p>Reading Understand the five key concepts about print: print has meaning, can have different purposes, we read English text from left to right, top to bottom, the names of different parts of the book, page sequencing. Writing – Writing and mark making cards to family and friends Phase One Phonics – Aspect 3 – Body percussion and sound discrimination Aspect 4 – Rhythm and rhyme C&L - Role Play – Home corner/ deconstructed role play Small story time – listens to stories with increased attention and recall. Use a wider range of vocabulary. Understand a question or instruction that has two parts, such as “Get your coat and wait at the door”. Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”</p>	<p>Focus Stories: The Three Little Pigs, Gingerbread Man, Goldilocks and the Three Bears.</p>  <p>Reading Engage in extended conversations about stories, learning new vocabulary. Writing – Use classic tales to look at story structure children to retell stories and make up different endings. Ascribing meanings to marks seen and made. Phase One Phonics – Aspect 4 – Rhythm and rhyme Aspect 5 – Alliteration C&L - Role Play – Home corner Puppet theatre - recall familiar stories, including key events and phrases, predict and order from classic tales. Sing a large repertoire of songs. ◊ Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p>	<p>Focus Stories: Hungry Caterpillar, busy spider, non-fiction butterflies and non-fiction bulbs.</p>  <p>Reading Understand the five key concepts about print: print has meaning, can have different purposes, we read English text from left to right, top to bottom, the names of different parts of the book, page sequencing. Writing – Introduce name cards to copy and practice writing own name. Phase One Phonics – Aspect 5 – Alliteration Aspect 6 – Voice sounds, initial letter sounds C&L - Role Play – Home corner Butterfly habitat – discussion on the butterfly life cycle. Discussions on what is happening around us Develop their communication, but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’. ◊ May have problems saying:- some sounds: r, j, th, ch, and sh- multisyllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’</p>	<p>Focus Stories: Peter Pan, Julien is a Mermaid, We're off to find a fairy, Pirates love underpants.</p>  <p>Reading – Recognise name without photo, Look at letters and sounds in group circle time. Writing – 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; write ‘m’ for mummy. ◊ Write some or all of their name. Phase One Phonics – Aspect 7 – Oral blending and segmenting C&L - Role play – Home corner Role play – Ship and woodlands. complex sentences, and show the breadth of knowledge and experiences. Use longer sentences of four to six words.</p>	<p>Focus Stories: Police , vets, and Teachers Superheroes.</p>  <p>Reading – Stories about how things change, moving schools etc. Use circle time to link sounds and letters. Writing – 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; write ‘m’ for mummy. ◊ Write some or all of their name. Phase One Phonics – Revise all aspects Letter sounds M,a,s,d,t,p, C&L - Role play – Home corner Questions about what we have done in pre-school and what will you be doing at school. Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. Can start a conversation with an adult or a friend and continue it for many turns. Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.”</p>
MATHS	<p>Recite numbers to 5. Say one number for each item in order: 1,2,3, Know that the last number reached when counting a small set of objects tells you how many there are in total (‘cardinal principle’). Show ‘finger numbers’ up to 5. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 3. Fast recognition of up to 3 objects, without having to count them individually (‘subitising’).</p>	<p>Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: ‘sides’, ‘corners’, ‘straight’, ‘flat’, ‘round’. Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. Combine shapes to make new ones – an arch, a bigger triangle etc. Con’t: Recite number past 5. Say one number for each item in order: 1,2,3,4,5</p>	<p>Understand position through words alone – for example, “The bag is under the table,” – with no pointing. Describe a familiar route. Discuss routes and locations, using words like ‘in front of’ and ‘behind’. Make comparisons between objects relating to size, length, weight and capacity. Con’t: Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5</p>	<p>Match numeral and quantity correctly Knows that numbers identify how many are in a set Compares two groups of objects saying when they have the same Introduce mathematical language within play and everyday activities. Look at pattern and symmetry and shapes. Positional language Con’t: Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5,6,7,9</p>	<p>Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like ‘pointy’, ‘spotty’, ‘blobs’ etc. Extend and create ABAB patterns – stick, leaf, stick, leaf. Notice and correct an error in a repeating pattern. Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...’ Con’t: Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5,6,7,8, 9, 10</p>	<p>Experiment with their own symbols and marks as well as numerals. Solve real world mathematical problems with numbers up to 5. Compare quantities using language: ‘more than’, ‘fewer than’. Con’t: Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5, 6, 7, 8, 9, 10</p>
RE	<p>Ourselves, Our families Old Testament stories</p>	<p>Celebrations & Special Times; Christmas and Diwali Old Testament Stories</p>	<p>Celebrations and special times; Chinese New Year New Testament stories</p>	<p>Celebrations & Special Times; Easter and Eid New Testament stories</p>	<p>Religions around the world Muslim and Sikhism stories</p>	<p>Religions around the world Judaism and Buddhism stories</p>
PSED (PSHCE)	<p>MMR BBF ◊To understand what is special about me and other people in my class. ◊To know who and how to ask for help if they need it. ◊To understand ways of welcoming new children to the class. ◊To understand ways of respecting the needs of other children in the class. CIT IDF To name and describe things which are important to them and their family. ◊To recognise similarities and differences between classmates’ everyday activities at home. ◊To notice and describe some features of life in other countries.</p>	<p>ANTI BULLYING WEEK MMR FFF ◊To be able to identify who is special to me and what makes them special. ◊ To be able to say who is in my family and how my family care for one another. ◊To understand what a friend is, and what a good friend might do. ◊To know some ways to make new friends MMR MEF ◊To recognise and identify feelings in themselves and others. ◊To recognise what causes different feelings in themselves and others. ◊To recognise how change and losing something makes them and other people feel.</p>	<p>MMR MEF name some different feelings and suggest when they or others might experience them ◊ describe some things they might do for themselves to help them feel better ◊ describe how they might help someone else feel better. Begin to understand how others might be feeling. Emotions through classic tales i.e. goldilocks, jack and the bean stalk etc. Share WOW moments Anti-bullying (ongoing through the year) LGBT+ History Month FEB Book ‘and Tango makes 3’</p>	<p>MR – Turn taking games/ring games/parachute activities. constructing habitats for different wild animals. Share WOW moments Anti-bullying (ongoing through the year) Play with one or more other children, extending and elaborating play ideas. Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</p>	<p>Keeps play going by offering ideas and cues in role play activities. Talk about and share home learning activities Can sit appropriately and take turns to share ideas and talk about own likes and dislikes. Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations. Share WOW moments Sun and water safety MENTAL HEALTH AWARENESS WEEK</p>	<p>Respect for others – explore friends and friendships, what makes a good friend Talk about identities and our diversity. Develop their sense of responsibility and membership of a community. Talk about starting school, introduce transition groups to FS2. Respecting differences Keeping healthy How to get help in an emergency Anti-bullying (ongoing through the year)</p>

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<p style="text-align: center;">PD (PE)</p>	<p>Looking after myself – Indoor PE Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. Dance</p>	<p>Looking after my self – Indoor PE : moving with confidence and changing position games. Fine motor skills activities Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. Start taking part in some group activities which they make up for themselves, or in teams. Games</p>	<p>Using equipment safely Indoor PE : using apparatus to climb and balance with confidence. Go up steps and stairs, or climb up apparatus, using alternate feet. Make healthy choices about food, drink, activity and toothbrushing. Fine motor skills activities Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. GYM</p>	<p>Looking after my self Using equipment safely Fine motor skills activities Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use large-muscle movements to wave flags and streamers, paint and make marks. Dance</p>	<p>Looking after yourself in the sun. Indoor / Outdoor PE:- Throwing and catching, focus on ball skills, use trim trail to keep fit. Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. Athletics</p>	<p>Outdoor PE :- Ball skills throwing, catching, kicking and rolling, use partner work. Hold a pre-school sports morning. Independence in all tasks ready for school Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand Athletics</p>
<p style="text-align: center;">UTW (History, Geog, Science& Computing)</p>	<p>History Begin to make sense of their own life-story and family's history. BLACK HISTORY MONTH BAME FOCUS STORMZY Geography Continue to develop positive attitudes about the differences between people. Science Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Explore how things work. Computing Begin using ICT linked to learning using Interactive Whiteboard, iPads, cameras, Beebots and other equipment (All year ongoing)</p>	<p>History Begin to make sense of their own life-story and family's history. REMEMBERENCE DAY Geography Continue to develop positive attitudes about the differences between people. ANTI BULLYING WEEK 13.11.23 Science Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Explore how things work. Computing Begin using ICT linked to learning using Interactive Whiteboard, iPads, cameras, Beebots and other equipment (All year ongoing)</p>	<p>History Talk about what they see, using a wide vocabulary. Geography Know that there are different countries in the world and talk about the differences they have experienced or seen in photos . CHINESE NEW YEAR 10.2.24 Science Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things. Computing Begin using ICT linked to learning using Interactive Whiteboard, iPads, cameras, Beebots and other equipment (All year ongoing) SAFER INTERNET DAY</p>	<p>History Talk about what they see, using a wide vocabulary Geography Know that there are different countries in the world and talk about the differences they have experienced or seen in photos HOLI FESTIVAL 24.3.24 Science Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things. SCIENCE WEEK 8.3.23 Computing Begin using ICT linked to learning using Interactive Whiteboard, iPads, cameras, Beebots and other equipment (All year ongoing)</p>	<p>History Begin to make sense of their own life-story and family's history. Geography Continue to develop positive attitudes about the differences between people. Show interest in different occupations Science Explore and talk about different forces they can feel. Talk about the differences between materials and changes they notice. Computing Begin using ICT linked to learning using Interactive Whiteboard, iPads, cameras, Beebots and other equipment (All year ongoing)</p>	<p>History Begin to make sense of their own life-story and family's history. Geography Continue to develop positive attitudes about the differences between people. Show interest in different occupations Science Explore and talk about different forces they can feel. Talk about the differences between materials and changes they notice. Computing Begin using ICT linked to learning using Interactive Whiteboard, iPads, cameras, Beebots and other equipment (All year ongoing)</p>
<p style="text-align: center;">EAD (Art, DT & Music)</p>	<p>Art Draw with increasing complexity and detail, such as representing a face with a circle and including details. (self portraits) DT Explore different materials freely, in order to develop their ideas about how to use them and what to make. Music Listen with increased attention to sounds.</p>	<p>Art Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. Explore colour and colour-mixing Christmas cards DT Join different materials and explore different textures.. Christmas decorations Music Remember and sing entire songs. FS Christmas concert</p>	<p>Art Create closed shapes with continuous lines and begin to use these shapes to represent objects. DT Develop their own ideas and then decide which materials to use to express them. Music Sing the pitch of a tone sung by another person ('pitch match'). ◊ Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p>	<p>Art Create closed shapes with continuous lines and begin to use these shapes to represent objects. DT Food technology Ginger bread men Music Sing the pitch of a tone sung by another person ('pitch match'). ◊ Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p>	<p>Art Use drawing to represent ideas like movement or loud noises. DT Join different materials and explore different textures. Music Play instruments with increasing control to express their feelings and ideas</p>	<p>Art Draw with increasing complexity and detail, such as representing a face with a circle and including details. DT Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. Music Create their own songs,or improvise a song around one they know.</p>
<p style="text-align: center;">Forest School</p>	<p>Listening walks around the school and school grounds.</p>	<p>Autumn scavenger hunt, animal dens, owl baby art out of leaves, Looking after our environment.</p>	<p>Creating a bridge for the gingerbread man to cross. Making the three bears beds- (small, medium, large)</p>	<p>Botanic Gardens, Mini beast hunt, creating mini beasts out of natural materials, Mini beast houses, identifying different plants, making nature bracelets.</p>	<p>Making pirate ship dens, Making pirate swords with sticks, Maps- finding the buried treasure.</p>	<p>End of year picnic, mini sports day. Acting out being super heros, mud faces of 'heros', Make a pet to look after.</p>
<p style="text-align: center;">CULTURAL CAPITAL</p>	<p><i>Rule of Law</i>- keeping safe within the school and understanding The Vine rules and routines <i>Democracy</i> – choosing how they do their learning Bilingual stories (ongoing throughout the year) Global Value link – All about me boxes</p>	<p><i>Rule of Law</i>- keeping safe within the school and understanding The Vine rules and routines. <i>Tolerance of different faiths and beliefs</i>- Celebrating different cultures during Diwali and Christmas Bilingual stories (ongoing throughout the year) Global Value link – All about me boxes</p>	<p><i>Mutual respect</i>- respect through fairy tales High EAL- taught variety of traditional tales. <i>Tolerance of different faiths and beliefs</i>- Children share their experiences of festivals from last term and through Lunar new year to learn from each other about differences and similarities How to care for and look after living things – planting and growing beans and flowers Bilingual stories (ongoing throughout the year)</p>	<p><i>Democracy</i> – choosing how they do their learning Hatching butterflies- opportunity to have hands on investigation. Bilingual stories (ongoing throughout the year)</p>	<p><i>Tolerance of different faiths and beliefs</i>- through going around the world during our pirate theme. How to be kind to the environment i.e. saving water and recycling Bilingual stories (ongoing throughout the year)</p>	<p><i>Individual liberty</i> – Learning about our courageous advocate The Queen and how she is a role model. <i>Mutual Respect</i> - Opportunities to meet local heros from our community so they can appreciate those that help us and develop a greater respect. Bilingual stories (ongoing throughout the year)</p>
<p style="text-align: center;">Pro-Social</p>	<p>Tea with Mr Hynes Pictures to send to Ghana</p>	<p>Make cards for Darwin Manor Make cards to previous nursery.</p>	<p>Tea with Mrs Kenny Make bird feeder</p>	<p>Flowers for mum- mother's day Baking gingerbread men</p>	<p>Dress up day Litter Pick</p>	<p>Food bank donation Play time with older children.</p>
<p style="text-align: center;">International</p>	<p>Pictures to send to Ghana</p>		<p>Easter Cards to Ghana</p>		<p>Photos of learning to Ghana</p>	
<p style="text-align: center;">Dates</p>	<p>Stay and Play – 2nd Oct Harvest Festival W/B: 30.9.24 Black History Month- October World Mental Health Day – 10th October</p>	<p>Stay and Play -5th Dec EYFS Christmas performance 17th December EYFS Shared learning 18th December Diwali- 31.10.24 Parent consultations – W/B: 11.11.24 11.11.24- remembrance, anti-bullying week, Children in Need – Friday 15th November Christmas door comp- 2.12.24 Christmas Fundraiser – w/b: 2.12.24 Christmas jumper day – 12th December Vine vision day- w/b: 16.12.24 Pre-School finish Thursday 19th December</p>	<p>Stay and Play – 4th Feb Trip to Paxton Pits (4th March TBC) Lunar new year – 29th Jan LGBT+ History month- Feb Safer internet day- 11th Feb House comp- 10th Feb Monarch Farm</p>	<p>World Book Day- 6th March International Women's Day- 8th March British Science Week- 10th March Holi Festival- 16th March Parent Consultations w/b: 24th March Eid 30/31st March Mother's Day- 30.3.25 House comp- 31st March EYFS Shared Learning- 2nd April Pre-School Finish Thursday 3rd April</p>	<p>Stay and Play- 8th May New parent meeting, Sept intake 19.05.25 Father's day- 15th June Walk around Sirius lake-</p>	<p>Sports day w/b: 24.6.25 Jump up w/b: 30.6.25 Summer fete: 11.07.24 Pre-Schol finish Wednesday 23rd December</p>

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GLOBAL VALUES ALL YEAR GROUPS	
FS1	IDENTITY AND BELONGING
FS2	SUSTAINABILITY
YEAR 1	FAIRNESS AND EQUALITY
YEAR 2	SUSTAINABILITY
YEAR 3	RIGHTS AND RESPONSIBILITIES
YEAR 4	FAIRNESS AND EQUALITY
YEAR 5	CONFLICT AND PEACE
YEAR 6	IDENTITY AND BELONGING

FOCUS SCIENTIST	
FS1	
FS2	
YEAR 1	
YEAR 2	
YEAR 3	
YEAR 4	
YEAR 5	
YEAR 6	

COURAGEOUS ADVOCATES	
FS1	The Queen
FS2	Amelia Earhart
YEAR 1	
YEAR 2	
YEAR 3	
YEAR 4	
YEAR 5	
YEAR 6	

BRITISH VALUES STUDIED BY ALL YEAR GROUPS	
RULE OF LAW	
TOLERANCE OF THOSE WITH DIFFERENT FAITHS AND BELIEFS	
MUTUAL RESPECT	
INDIVIDUAL LIBERTY	
DEMOCRACY	

OUR SCHOOL PRAYER

Welcome to our school. Let peace dwell here.

Let the rooms be full of contentment.

Let love abide here.

Love of one another, love of mankind, love of
life itself and love of God.

Let us remember that as many hands build a
house, so many hearts create a school

CULTURAL CAPITAL AT THE VINE

CULTURAL CAPITAL AS DEFINED BY OFSTED 2019:

... the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said, and helping to engender an appreciation of human creativity and achievement.

For example, it's about being able to learn about and experience things that are, for many, outside their daily experience.

At The Vine our curriculum and our teaching methods are carefully designed to maximise pupils' knowledge retention, developing their skills (that will be transferable into the next stage of their education) and deepen awareness of the role we all play as 21st century citizens.

As a school that has such a diverse intake and is ecumenical in foundation, the focus on being an international school runs through our curriculum. Our international learning has been recognized and awarded the Full International Award by the British Council for our outstanding work. The Global Values play a key role in each year group across the whole school. Our International partnerships enhance what is taught; these include links with Spain, Kenya, Isle of Man, Australia, and Japan, learning is shared and best teaching practice is celebrated. Promoting the fundamental British values has enabled us to reinforce our current ethos. This enables our pupils to gain a greater understanding of local, national and global issues. We believe we effectively promote the pupils' spiritual, moral, cultural and social development and prepare them well for life in Britain and their role in the wider world. Pupils are exposed to a variety of cultural learning experiences in all areas of the curriculum both within the school environment and beyond. We ensure we enrich our curriculum and build the pupil's 'cultural capital', by planning curriculum focus days, weeks and celebrations, visitors in and visits out which we believe to help provide "the essential knowledge that children need to be educated citizens" as defined by Ofsted 2019.