



# Warren Park Primary School Curriculum Aspirations



## Aspiration 1 - Literacy Focus

**Intent:** We have identified that our children will benefit from building their vocabulary and developing their **independence**, **resilience** and **perseverance** as well as introducing new vocabulary through story telling.

**Implementation:** Children will experience an array carefully chosen texts that represent a wide diversity, exposure to a broad range of vocabulary, a language rich environment and activities that develop their story telling.

**Impact:** Children will be able to retell a familiar text, as part of a class assembly to a small audience.

## Aspiration 2 - PSED Focus

**Intent:** To enhance children's real-life experiences. This aspiration gives the children an opportunity to feel settled, **respected** and important in our school environment and **confident** in our immediate school and investigate and make links with our local environment.

**Implementation:** Children will develop their sense of belonging within the Year R environment and embrace our Warren Park values as they become more **confident** members of the school community by attending assemblies, team days and whole school events. Children will have a plethora of experiences and visits linked to the wider school environment and the local community.

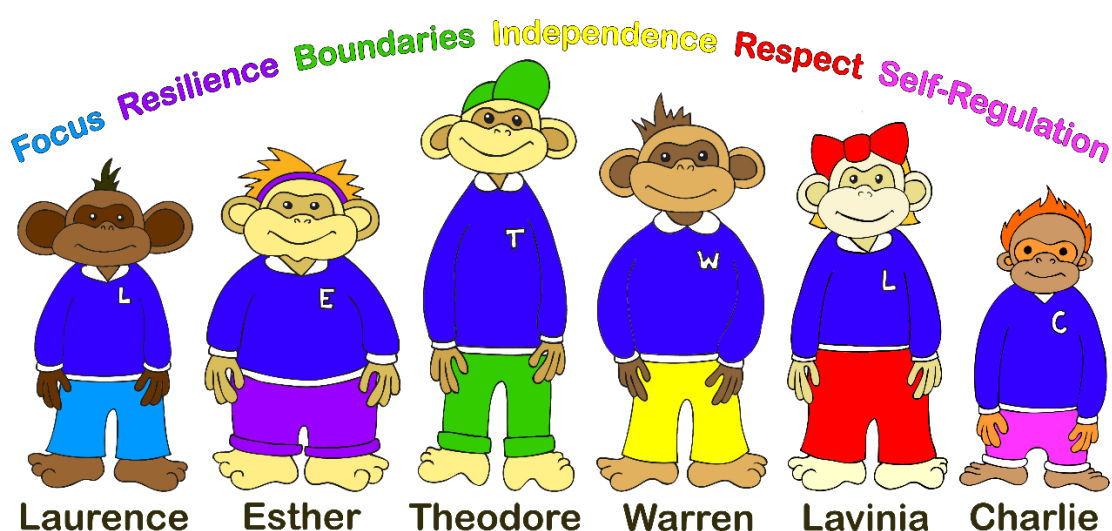
**Impact:** To be settled, become **confident learners** and valued members of the school and wider local community.

## Aspiration 3 - COSMIC Focus

**Intent:** Our curriculum is enriched through our COSMIC provision which gives the children opportunities to **explore** and connect with the outdoors. This aspiration gives the children the chance to explore textures, promote conversations about similarities and differences about the environment around them and understand that learning is happening all around us.

**Implementation:** Weekly COSMIC curriculum, spending time with the COSMIC team, exploring materials, **taking risks** in a safe and managed environment, feeling confident to take part and promoting curiosity about natural materials.

**Impact:** Children will create a visual map using natural materials by visiting all aspects of the COSMIC area and be **confident** to talk about how they have made their map.



# Warren Park Primary School

## Aspiration 1

### Literacy Focus

#### Key Texts

Room on the Broom  
 Goldilocks and the Three Bears  
 Jack and the beanstalk  
 Christmas festivals from around the world  
 What the ladybird heard  
 Hansel and Gretel

#### Possible trips/experiences:

Visit from people who help us  
 Visit from a musician  
 Pantomime  
 Visit from an author  
 Story by Mrs Cooper  
 Visit to the library  
 Parent readers  
 Year 6 reading partners

#### Key

Communication and Language  
 Physical development  
 Literacy  
 Mathematics  
 Expressive arts and design  
 Personal, social and emotional development  
 Knowledge and understanding of the world

<b>Autumn Term</b>	To enjoy story time	To engage in small world role playing stories	Understanding everyone is different and have different ideas	Build constructive respectful relationships	See themselves as valuable individuals in our class setting	To move around the environment safely	To take part in funky fingers activities	Is able to mould and shape clay/playdough with fingers and tools	
Is able to join in with repetitive phrases									
Link sounds to letters to read and write	<b>Spring Term</b>	Make story maps with CVC prompts & small world	Consider others needs	Work cooperatively with support	Resilience & perseverance in face of challenge	To develop Fine Motor Skills, effective pencil grip & accuracy/care in drawing	Use a range of tools such as scissors		
Is able to say what they like or dislike about a story	Familiarise with key stories & predict endings	<b>Summer Term</b>	Set group goal or aspiration	Work cooperatively with minimal support	To use Fine Motor Skills to create props			Join in with musical stories and nursery rhymes	
Enjoys a range of stories, has a love of stories and listens attentively	Roleplay in small groups with adult support.	Can retell a story using role play or small world resources, using some story language							
Writes some CVC words and labels with phase 2 sounds	Talk about similarities and differences between texts	Story map 'Script' with simple sentences to use as programme	<b>Impact:</b> Children will be able to retell a familiar text, as part of a class assembly to a small audience.				'Backstage' How did your show go? How do you feel?	Small group discussions about key texts	Carpet time (rules in the classroom)
Lists of 'props' for small world re-enactment	Discuss other alternative storylines	Make posters to advertise show & write simple invitations					Engage in story times and discuss	Engage in story times and discuss	
Explore the composition of numbers to 5 including counting and recognising numbers	Roleplay shop	Run shop selling drinks, popcorn signed photos & programmes etc					Use talk to solve problems	To communicate their needs to key adults	
Explore weight, length and capacity linking to key texts	Explore the composition of numbers to 10	Numbered seats & tickets – order and match to show adults to seats					Talking about key events, what we thought etc to model tenses & conjunctions	Understand how to listen carefully	
Perform a singing concert to parents	Mask making skills – model variety of techniques materials etc inc colour mixing, joining techniques (sellotape, glue, split pins), collage, painting, observational drawing	Model performing stories and rhymes as class group	Watch Cbeebies ballets/shows	Contrast characters in stories	Explore differences between Gift for Amma & life in this country	Talk about immediate family & describe people familiar to them			
	Explore variety of materials and effects	Learn simple songs and rhymes to practice and perform	Participate in School nativity show	Watch a Pantomime	MAPS countries from around the world and the UK	Christmas 'stories' around the world & other celebration stories			
					Talk about who is important in your life/ who lives in your family				

# Warren Park Primary School

## Aspiration 2

### PSED Focus

#### Key Texts

My First day at school  
 Colour monster  
 Elmer  
 The Ugly Duckling

#### Possible trips/experiences:

Visit from Mrs Cooper  
 Visit to the local care home  
 Visit to the local library  
 Father Johnathon assembly  
 Trip to ASDA  
 Look at the reservoir now and then

#### Key

Communication and Language  
 Physical development  
 Literacy  
 Mathematics  
 Expressive arts and design  
 Personal, social and emotional development  
 Knowledge and understanding of the world

<b>Autumn Term</b> Is able to join in with repetitive phrases		Is able to talk about the main events in the story	Begins to explore books in the environment	To know how to keep myself safe in the classroom	Understanding everyone is different and have different ideas		To explore the reception environment	Build constructive respectful relationships	See themselves as valuable individuals in our class setting (using their pegs, draws)	Uses a range of ways to move appropriately, e.g. jumping, hopping, sliding Use a range of tools such as scissors			
Link sounds to letters to read and write	<b>Spring Term</b> Make story maps with CVC prompts & small world		Consider others needs			Work cooperatively with support	Resilience & perseverance in face of challenge	To develop Fine Motor Skills, effective pencil grip & accuracy/care in drawing					
Is able to say what they like or dislike about a story	Familiarise with key stories & predict endings	<b>Summer Term</b> Can retell a story using role play or small world resources, using some story language		Listen to a wide range of people within school	Set group goal or aspiration	To communicate with a range of adults	Work cooperatively with minimal support		To use Fine Motor Skills to create props	To ask questions to find out more.	Engage in story times and discuss		
Enjoys a range of stories, has a love of stories and listens attentively	Roleplay in small groups with adult support.	Read and enjoy books at their reading level continuing taught sounds		<b>Impact:</b> To be settled, become confident learners and valued members of the school and wider local community.				Talk to a range of adults within school and in the local community	Small group discussions about key texts	Carpet time (rules in the classroom)			
	Talk about similarities and differences between texts	To write simple sentences using phonics taught.						Engage in story times and discuss	To talk in front of a small group (key worker groups)				
Writes some CVC words and labels with phase 2 sounds	Discuss other alternative storylines	To make a card for someone in the community.						Understand that people live different lives to themselves and they can explore the outdoors with confidence, knowledge and skills.		Share their work with others	To communicate their needs to key adults		
	Role play in the shop buying items counting how many they would like to buy	Begin to know some number facts to 10						Explore differences between Gift for Amma & life in this country		Talking about key events, what we thought etc to model tenses & conjunctions	Understand how to listen carefully Talk about immediate family & describe people familiar to them		
Explore the composition of numbers to 5 including counting and recognising numbers	Explore the composition of numbers to 10	Begin to independently complete calculations.						Use a range of tools to create a piece of artwork for a specific purpose.		To say what is different and the same about their community	Explore a variety of celebrations - Diwali, Bonfire night, Christmas, Harvest	MAPS countries from around the world and the UK	Talk about who is important in your life/ who lives in your family
	Explore weight, length and capacity linking to key texts	Use a range of tools to create a piece of artwork for a specific purpose.						To say what is different and the same about their community		Explore a variety of celebrations - Diwali, Bonfire night, Christmas, Harvest			
Recognise numerals of personal significance Sing number songs to 10	Explore mathematical concepts taught confidently in their environment.		Model/Explore instruments and represent story/songs with them	Model performing stories and rhymes as class group		Celebrate Easter and understand why Jesus is special to Christians							
	Recognise when amounts increase or decrease and compare objects	Learn simple songs and rhymes to practice and perform to parents and outer community	Participate in School nativity show		Perform a singing concert								

# Warren Park Primary School

## Aspiration 3

### COSMIC Focus

#### Key Texts

Goldilocks and the Three Bears  
 The Three Little Pigs  
 Rosie's Walk  
 Number 7 Evergreen Street  
 Stickman

#### Possible trips/experiences:

Walk around the school and identifying COSMIC classroom  
 Exploring the woods  
 Story time with COSMIC teachers

#### Key

Communication and Language  
 Physical development  
 Literacy  
 Mathematics  
 Expressive arts and design  
 Personal, social and emotional development  
 Knowledge and understanding of the world

Autumn Term	Is able to join in with repetitive phrases	Begins to explore books in the environment and in the KAJoW area.	Understanding everyone is different and have different ideas	To explore the reception environment	Developing independence – learning new skills	To develop a spiritual connection with the outdoors	Feeling comfortable in the fresh air	Manipulating natural materials to make homes	Use a range of tools such as scissors
	Link sounds to letters to read and write	Spring Term		To label items around the classroom and outside	Treasure hunt in the COSMIC environment	Follow and understand the COSMIC rules	Resilience & perseverance in face of challenge	To develop Fine Motor Skills, effective pencil grip & accuracy/care in drawing	Use a range of equipment including scissors, paint brushes and cutlery.
Make story maps with CVC prompts & small world		Summer Term							
Writes some CVC words and labels with phase 2 sounds	Talk about similarities and differences between texts	Use and understand new vocabulary including texture words.	Read and enjoy books at their reading level continuing taught sounds	Set and work towards a goal – planning steps to get there	Develop FMS to use a range of tools competently, safely and confidently.	Use directional language Use some prepositions	Use loose parts play in the reception environment	Engage in story times and discuss	
	Draw vocabulary and knowledge from non-fiction books								To write simple sentences using phonics taught.
	To sing number songs to 10	Explore length and height	Explore 3D shapes to create maps	<b>Impact:</b> Children will create a visual map using natural materials by visiting all aspects of the COSMIC area and be confident to talk about how they have made their map.			Work as a small group, talking about ideas and adapting accordingly	Talk about why and how things happen and change	Talk about their ideas to others
To recognise numbers to 5 To count to 10	Begin to add to numbers together to count how many objects they have collected.	To add and subtract number to 10.	To plan and design a map to get around the COSMIC classroom.				Become familiar with the COSMIC classroom	Observe the natural world around them	Share their work with others
	Begin to subitise numbers to 5 in order to collect materials.	To ask questions to find out more.		Understand how to listen carefully					
Create and adapt designs	Talk about their creations and know where to find resources needed to create.	To sing different songs.	Safely explore materials inside and outside the classroom	Explore and use the sensory room	BeeBot mats using maps	Explore Google maps	Explore different materials in the art area and outside areas		
								Talk about the feeling of the materials	Say what they like about a piece of work and adapt it accordingly.
To talk about animals habitats									