

**What do we want our children to learn?**

As children move into Reception year there needs to be a greater focus on teaching skills and knowledge in order to best prepare them for the next steps in their journey.  
 Below are the **possible learning enquiries** that will 'bubble' alongside our **'in the moment'** observations, interests and cohort/individual needs.  
 We will interweave the learning by discovering together and carefully guiding the children to ensure a broad and language-rich educational programme.  
 This will be achieved through a range of teaching inputs, enhancements to our continuous provision and the books we read as well as child led play and experiences.

Term	Autumn Term – Ourselves		Spring Term – Our Community		Summer Term – Our World	
	2 days + 7 weeks Thurs 4 <sup>th</sup> Sept – Fri 24 <sup>th</sup> Oct	4 days + 6 weeks Tues 4 <sup>th</sup> Nov – Fri 19 <sup>th</sup> Dec	4 days + 5 weeks Tues 6 <sup>th</sup> Jan – Fri 13 <sup>th</sup> Feb	5 Weeks + 3 days Mon 23 <sup>rd</sup> Feb – Wed 1 <sup>st</sup> April	5 weeks Mon 20 <sup>th</sup> April – Fri 22 <sup>nd</sup> May	7 weeks 3 days Mon 1 <sup>st</sup> June – Weds 22 <sup>nd</sup> July
Possible themes, interests, etc	<p><b>Ourselves</b></p> <p>All about me, What's special to us? (bears and toys etc)                      Our bodies, Our family, Our homes, Autumn, Celebrations/Festivals, Christmas</p> <p>Nursery Rhyme Week                      Harvest, Remembrance                      Children in Need                      Divalli, Bonfire, Christmas</p>		<p><b>Our Community</b></p> <p>Winter                      People who help us, Superheroes, King's and Queens, castles                      Farms, Fairytales, Spring, Growing</p> <p>Lunar new year                      Valentine's Day                      Shrove Tuesday                      Mothering Sunday                      Easter, Holi</p>		<p><b>Our World</b></p> <p>Growing, Life Cycles, Minibeasts, Jungles, Dinosaurs                      Under the sea, Pirates                      Space, Inventions, Transport, Summer</p> <p>St George's Day                      May Day                      Father's Day                      Transition</p>	
Memorable experiences/home links	Photos of own families, baby photos  Autumn walk Christmas Celebration performance Whole school Pantomime		police officer, firefighter or Vet visit? Superhero WOW day  Trip to a farm		Caterpillars in classroom (or eggs, frog spawn ) Walk to garden centre (gardening resources, paying for items)  Transition into Year 1	
<b>Our Core Nursery Rhymes</b>	Teddy Bear, Teddy Bear Tommy Thumb One finger one thumb Humpty Dumpty Happy and you know it		Hickory Dickory Dock Polly Put Kettle On Jack and Jill Six a Song of Sixpence Pat a cake Pat a cake		London's bridge The Grand Old Duke of York Marry Mary quite contrary Little miss muffet This old man	
<p><b>Our weekly Favourites</b>                      (throughout the year and not termly specific)</p> <p>Books that are read repeatedly. High Quality, diverse texts to inspire, engage, learn and retell,</p>	The Perfect Fit/Colour of us Bear Hunt Funny bones Monkey Puzzle <b>This is our house</b> Hello Autumn Don't hog the hedge	Room on the Broom Pumpkin Soup <b>Little Glow</b> Owl Babies The Nativity <b>The Christmas eve Tree</b> The Jolly Postman	<b>Hello Winter</b> M <del>og</del> the vet/Superhero like you Supertato Chelsea's Chinese new year NF-Castles <b>Look what I found on the farm</b>	3 little pigs Mr Wolf's pancakes Little Red riding hood Jack and the Beanstalk <b>Hello Spring</b> <b>The great Eggscape/</b> The great easter egg hunt	<b>Spinderella</b> <b>Superworm</b> Bumblebear/ <b>Butterfly Boquet</b> NF – Artic/NF – Antarctic – poles Meerkat Mail/Handa's surprise	<b>Get of our train/Naughty bus</b> Look up <b>How to look after your dino</b> <b>Rainbow Fish</b> <b>The singing mermaid</b> <b>Pirates next door</b> <b>Hello Summer</b>
PSED  Prime Area	<b>Jigsaw - Being in My World</b>	<b>Jigsaw – Changing Me</b>	<b>Jigsaw – Celebrating difference</b>	<b>Jigsaw – Healthy Me</b>	<b>Jigsaw – Relationships</b>	<b>Jigsaw – Dreams and Goals</b>

<p>PSED</p> <p><b>Prime Area</b></p>	<p><i>The development of children's personal, emotional and social development underpins all seven areas of learning and development and is crucial for children to lead healthy and happy lives.</i></p> <p><i>Through strong, warm and supportive relationships with adults, children learn how to understand their own feelings and those of others. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.</i></p>					
<p>Communication and Language</p> <p><b>Prime Area</b></p>	<p><i>All areas of learning will have communication and language at the heart of the curriculum. The development of children's spoken language underpins all seven areas of learning and development.</i></p> <p><i>Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.</i></p> <p><i>Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive.</i></p> <p><i>Daily Storytime, nursery rhymes and whole school reading for pleasure scheme.</i></p> <p><i>High quality text exposure - daily Storytime and in provision.</i></p> <p><i>Literacy sessions with a focus on vocabulary and language structure.</i></p> <p><i>Vocabulary games linked to NHS first call throughout the year</i></p> <p><i>Focus weekly text used for 'Book Talk'</i></p> <p><i>Opportunities to tune into sound in the environment, exploring sounds, developing listening skills, etc.</i></p>					
<p>Physical Development</p> <p>Get Set for PE</p> <p><b>Prime Area</b></p>	<p>Introduction to PE Move around a space Fundamental movement skills, spatial awareness and basic PE routines – PE Getting changed for P.E with support</p> <p>Using Knife and Fork correctly Putting on coat and fastening zip with support</p> <p>Using Knife and Fork correctly Putting on coat Continue to develop gross motor skills Chunky pencils to write –letter formation Dough Disco Squiggle Wiggle – Pre-Writing shapes</p>	<p>Gymnastics - Travelling, rolls and balances - PE Getting changed for P.E with support</p> <p>Using Knife and Fork correctly Putting on coat on and fastening zip with support Develop fine motor skills Continue to develop gross motor skills Chunky pencils to write – letter formation Dough Disco Squiggle Wiggle – Pre-Writing Shapes</p>	<p>Ball skills - PE Independently getting changed for P.E</p> <p>Using Knife and Fork correctly Putting on coat and fastening zip Develop fine motor skills Thin pencils to write –letter formation Health and well-being Scissor skills Dough Disco</p>	<p>Dance- Travelling using different pathways, shapes and body parts - PE Independently getting changed for P.E</p> <p>Using Knife and Fork correctly Putting on coat and fastening zip Develop fine motor skills Thin pencils-letter formation Health and well-being Scissor skills Dough Disco</p>	<p>Fundamentals sports day practice - PE Independently getting changed for P.E</p> <p>Using Knife and Fork correctly Putting on coat and fastening zip Develop fine motor skills Thin pencils-letter formation Health and well-being Scissor skills Dough Disco</p>	<p>Games - PE Team Games Independently getting changed for P.E</p> <p>Using Knife and Fork correctly Putting on coat and fastening zip Develop fine motor skills Thin pencils-letter formation Health and well-being Scissor skills Dough Disco</p>
<p><i>The development of children's Physical Development underpins all seven areas of learning and development and is vital in children's all-round development, enabling them to pursue happy, healthy and active lives.</i></p>						

<p>Literacy</p> <p>T4W</p> <p><b>Specific</b></p> <p><i>(high quality texts have been chosen which are progressive throughout the year, tech specific vocabulary and skills and can be used alongside children's interests and own ideas, however texts could change with interests)</i></p>	<p>Focus T4W Texts:</p> <p>Teddy Bear, Teddy Bear - Poetry Everywhere Bear – Fiction – (which favourite toy would you take on an adventure?) (openings and endings toolkit) Toy fact file (label key features) – Non-Fiction (information)</p>	<p>Focus T4W Texts:</p> <p>Old Mcdonald had a farm - P The little Red Hen – F – new character (characterisation toolkit) Baking bread instructions – NF (instructional) Letter to Santa – NF</p>	<p>Focus T4W Texts:</p> <p>Twinkl Twinkl - P Elves and the Shoemaker – F – new item of clothing (dialogue toolkit) Poster of new shoes – NF (persuasive)</p>	<p>Focus T4W Texts:</p> <p>Goldilocks – F – New setting (settings) Micheal Rosen 'don't do that' – P Recount trip – NF (recount)</p>	<p>Focus T4W Texts:</p> <p>Arrabella milla found a furry caterpillar – Poem Hungry Caterpillar – F – New item/object (action toolkit) Insect fact file – NF (information)</p>	<p>Focus T4W Texts:</p> <p>Mr Gumpy's outing – F (new ending) (suspense toolkit) Openings and Endings Wheels on the bus – P How to find treasure – NF (instructions)</p>
<p>Literacy</p> <p>RWI Phonics</p> <p><b>Specific</b></p>	<p>Read a wide range of books for pleasure- Introduce set 1 sounds and oral blending Focus on special friends Begin to blend CVC words Begin to write recognisable letters and CVC words Recognise own name and attempt to write it Oral rehearsing of sentences</p>		<p>Read a wide range of books for pleasure- Recap set 1 sounds Consolidate special friends Begin to read simple phrases Begin to write simple phrases Write own name Oral rehearsing of sentences Spelling some red words correctly</p>		<p>Read a wide range of books for pleasure- Introduce set 2 sounds Read and write simple sentences with finger spaces and full stop Most letters all formed correctly Spelling some red words correctly</p>	
<p>Maths</p> <p>White Rose Maths Numberblocks NCTEM Mastering Number</p> <p><b>Specific</b></p>	<p><b>WRM Phase: Getting to know you</b> Baseline Assessments Exploring provision Where do things belong?</p> <p><b>Mastering Number Week 1</b> – subitise 1, 2, 3 <b>Mastering Number Week 2</b> – Counting, cardinality and ordinality 1 – 5 <b>Mastering Number Week 3</b> – Composition 1, 2, 3</p> <p><b>WRM Phase:</b> -Match and sort and compare -Talk about measure and patterns -It's me 1,2,3</p>	<p><b>Mastering Number Week 4</b> – subitise 4, 5 <b>Mastering Number Week 5</b> - Comparison <b>Mastering Number Week 6</b> - Counting, ordinality and cardinality <b>Mastering Number Week 7</b> – Comparison <b>Mastering Number Week 8</b> – Composition 4, 5 <b>Mastering Number Week 9</b> – Composition 4, 5</p> <p><b>WRM Phase:</b> -Circles and Triangles -1,2,3,4,5 -Shapes with 4 sides</p>	<p><b>Mastering Number Week 10</b> - Counting, ordinality and cardinality <b>Mastering Number Week 11</b> – subitising <b>Mastering Number Week 12</b> - Counting, ordinality and cardinality <b>Mastering Number Week 13</b> – Composition 5 – number bonds <b>Mastering Number Week 14</b> – Composition 6, 7</p> <p><b>WRM Phase:</b> -Alive in 5 -Mass and capacity -Growing 6,7,8</p>	<p><b>Mastering Number Week 15</b> - Comparison – 10 <b>Mastering Number Week 16</b> – Counting, ordinality and cardinality <b>Mastering Number Week 17</b> – Comparison – 10 <b>Mastering Number Week 18</b> – Composition - 7 – number bonds <b>Mastering Number Week 19</b> – Subitising – Doubling <b>Mastering Number Week 20</b> - Composition – Odd and Even</p> <p><b>WRM Phase:</b> -Length, height and time -Building 9 and 10 -Explore 3D shapes</p>	<p><b>Mastering Number Week 21</b> – Counting, ordinality and cardinality <b>Mastering Number Week 22</b> – Subitising – Number bonds 10 <b>Mastering Number Week 23</b> - Composition - 10 and beyond <b>Mastering Number Week 24</b> - Composition - 10 and beyond <b>Mastering Number Week 25</b> - Comparison - 10 and beyond <b>Mastering Number Week 26</b> – Rekenreks</p> <p><b>WRM Phase:</b> -To 20 and beyond -How many now? -Manipulate, compose and decompose</p>	<p><b>Mastering Number Week 27</b> – Counting <b>Mastering Number Week 28</b> - Comparison <b>Mastering Number Week 29</b> - Recall <b>Mastering Number Week 30</b> - Number patterns <b>Mastering Number Week 31</b> - Understanding</p> <p><b>WRM Phase:</b> -Sharing and grouping -Visualise, build and map -Make connections</p>

Religious Education	LDBE 'What makes me special?'	LDBE 'Who is special to different people?'	LDBE 'Which stories are special to different people?'	LDBE 'How do different people celebrate special times?'	LDBE 'What places are special to different people?'	LDBE 'If the world is special, how should we treat it?'
<p>Understanding of the World</p> <p>(links to Geography, History, Science, Computing – Kapow)</p> <p><b>Specific</b></p> <p><i>(possible learning enquiries have been planned which are progressive throughout the year, tech specific vocabulary and skills and can be used alongside children's interests and own ideas, however these could change)</i></p>	<p>Talk about own families and where they live. Explore school setting and outdoor area. Use maps, digimaps and first-hand experiences to share knowledge of school and immediate natural world. Discuss why maps and directions are important. Draw pictures of the classroom. Create our school using blocks, etc - use beebots to move around our building. Observe and explore the natural changes of the world through the season of Autumn within the outdoor area. Ask and answer questions to deepen knowledge and understanding.</p> <p><b>Key Concepts and skills</b></p> <ul style="list-style-type: none"> <li>-To study and observe their immediate environment, including the season of Autumn</li> <li>-To name the road and village our school is located in</li> <li>-To create simple maps</li> </ul> <p><b>Vocabulary</b></p> <p>unique, different, special, change, season, Autumn, bungalow, caravan, cottage, flat</p> <p>-----</p> <p>Understand the importance of rules – rules for keeping safe and rules for learning. Build relationships with peers and adults during their first term by discussing their family and significant people in their lives. Through talking about experiences that are familiar to them they are able to see how these may have differed in the past, this enables them to begin to develop the concept of 'the past'.</p> <p>Organise events, recognise things that happened before they were born is their first experience of using basic chronology.</p> <p>Begin to make sense of their own life-story, family tree and history.</p> <p><b>Key Concepts and Skills</b></p> <ul style="list-style-type: none"> <li>-To understand who they are and how they are unique and different to others</li> <li>-To talk about members of their immediate family and their own experiences</li> <li>-To share pictures and memories of their family, listening and learning about other people's life-story and family, and how they are different.</li> </ul>	<p>Understand our local community through village walks looking at streets, buildings, shops, etc. Talk about the different features within the surrounding environment to help with comparisons. Children begin to have a better understanding of their place in the world. Look at aerial views of the school recognising key features. Look at what a key is and how it helps us understand maps. Draw a simple map of our outdoor area – what does 'birds' eye' mean?</p> <p>Explore the natural changes of winter and spring and how this looks different in the world around them. Make comparisons to the season of Autumn from the observations last term.</p> <p><b>Key Concepts and skills</b></p> <ul style="list-style-type: none"> <li>-To look at aerial views of our school</li> <li>-To make observations and discuss buildings, open spaces, roads and other simple features</li> <li>-To create simple maps</li> </ul> <p><b>Vocabulary</b></p> <p>frost, ice, melt, freeze, Church, library, building, Buds, blossom</p> <p>-----</p> <p>Present children with pictures, stories, artefacts and accounts from the past (link to nursery rhymes and how things have changed over time – Hickory Dickory clocks)</p> <p>Village walk – old and new buildings</p> <p>Introduce the concept of 'Rule' 'Monarchy' – people in charge. Look at Castles then and now – compare to Tattershall Castle. Introduce the concept of 'invade'</p> <p>People who help us - Learn role of - <b>Police – Firefighter – Nurse</b></p> <p><b>Key Concepts and Skills</b></p> <ul style="list-style-type: none"> <li>-To talk about their families and the community</li> <li>-To talk about people other than their immediate family, about their own experiences, people they have come across within their community; such as the fire service, nurses and doctors.</li> <li>-To make comparison between objects and structures from the past and present day</li> </ul> <p><b>Vocabulary</b></p> <p>care, deliver, fix, castle, houses, shops, office, garage, monarch, king, invade, build, attack, defend,</p> <p>-----</p>	<p>Understand our local community through village walks looking at streets, buildings, shops, etc. Talk about the different features within the surrounding environment to help with comparisons. Children begin to have a better understanding of their place in the world. 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Look at London and the office buildings, shops and compare to our countryside village in Ruskington.</p> <p>Discover environments that have snow all year round- Antarctica, the artic. Discover environments that are hot all year round- Africa, Australia, Look at differences and similarities between life in here and other environments. Draw maps of our school and use emoji stones/spoons to make comments on the different areas. Plot emoji's on a digital map of the school linked to children's own maps. Create maps for the new reception intake.</p> <p>Explore the natural changes of Spring into Summer and compare to previous terms learning.</p> <p><b>Key Concepts</b></p> <ul style="list-style-type: none"> <li>-To talk about features of their own immediate environment through hands-on-experiences</li> <li>-To look at how environments might vary from one another by using images and video clips and maps</li> <li>-To compare life in their country to life in other countries</li> </ul> <p><b>Vocabulary</b></p> <p>ocean, Earth, explore, discover, travel, plant, seed, soil, stem, leaf/leaves,</p> <p>-----</p> <p>Children are introduced to significant individuals, people who have made a difference to our world. Diverse and inclusive historical figure are used for inspiration for all pupils.</p> <p><i>Key Texts: Little People Big Dreams- Greta Thunberg (nonfiction) Little People Big Dreams- David Attenborough (nonfiction)</i></p> <p>Embed that the past is already something that has happened. Look at before they were born. Look back at our own learning journey scrapbook of our time in reception – how have we changed? How have we grown?</p> <p>Look at significant inventions that have made a difference to our world – transport, technology. Look at Transport from the past (horse and cart) compare to tractors now. What other ways can we travel? Planes, boats – compare then and now.</p>	<p>Exploring on maps and digital maps what countries make the UK. Locate England. Use maps to locate what is sea and what is land. Talk about the differences they have experienced or seen in photos. Look at London and the office buildings, shops and compare to our countryside village in Ruskington.</p> <p>Discover environments that have snow all year round- Antarctica, the artic. Discover environments that are hot all year round- Africa, Australia, Look at differences and similarities between life in here and other environments. 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-To make connections between the features of their family and other families  
 -To ask questions and make comments  
**Vocabulary**  
 unique, different, special, son, daughter, grandchild  
 change, bungalow, caravan, chimney, cottage, flat

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Observe and explore the natural changes of the world through the season of Autumn, making use of the forest area to observe the changing colours of the trees, etc. What animals do in autumn- hedgehogs, squirrels, etc. Learn what hibernation means.  
 Explore our bodies and our features – senses, body parts (internal/external) How have we changed from being a baby?

**Key Concepts and Skills**  
 -To use their senses to investigate.  
 -To observe and identify.  
 -To look for; similarities, differences and patterns.  
 -To ask questions.  
 -To talk about their findings.

**Vocabulary**  
 Baby, toddler, child, teenager, adult  
 Arm, leg, foot, toes, chest, back, arm, hand, face.  
 Puppy, dog, kitten, cat, kitten, rabbit, fish.  
 Brick, glass, wood, metal.  
 Tree, leaves, colder, darker, rain.

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**Esafety: Digiduck's famous friend**

Understand that instructions can be verbal, pictorial and written down,  
 Experiment with programming a Bee-bot.  
 Explore and tinker with hardware to develop familiarity and introduce relevant vocabulary.

Kapow – Programming – Beebots

Ipads – Use ipads to take pictures of own autumn natural collage.

Explore the change in season- winter into Spring  
 Show awareness of change of states- ice melting and water freezing- begin to form scientific questions.  
 Talk about the differences between materials and changes they notice – what makes a shadow? Why? Explore light through materials. Begin to understand how and why we get good shadows at this time of the year.  
 Healthy Eating/looking after our teeth - **Dentist – visit**

**Key Concepts and Skills**  
 -To use their senses to investigate.  
 -To observe and identify.  
 -To look for; similarities, differences and patterns.  
 -To ask questions.  
 -To talk about their findings.

**Vocabulary**  
 Light, reflect, shadow, melt, freeze, shape, size,  
 Cold, snow, wind, frost, night, Warmer, sunlight, growth.

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**E-Safety – Digiduck's big decision**

Understand how to sort and categorise objects.  
 Explain how items have been sorted and categorised.

Kapow – Data handling– intro to data

Ipads – apps, search engines

**Key Concepts and Skills**  
 -To know about some significant people in history  
 -To know about significant inventions in history  
 -To talk about people who have/are making a difference to their lives and the world they live in  
**Vocabulary**  
 explore, discover, travel, fossil, environment, invent, significant

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Explore different mini-beasts found in the garden and learn about natural habitats. Talk and describe life-cycles- butterflies, seed to sunflower plants, tadpoles to frogs. Identify plants and flowers in the garden. Look and describe trees and forests. Plant own sunflowers. Observe classroom caterpillars/eggs/frogs.  
 Explore the change in season – Summer  
 Forces – push, pull, twist. Investigating different sized and weighted objects in water.

**Key Concepts and Skills**  
 -To use their senses to investigate.  
 -To observe and identify.  
 -To look for; similarities, differences and patterns.  
 -To ask questions.  
 -To talk about their findings.

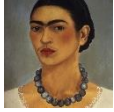





**Vocabulary**  
 Floating, sinking, push, pull, twist, Space, star, moon, planet. Growth, seed, soil, sun Warmer, sunlight.

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**Esafety: Detective DigiDuck**

Learn how to log in and log out.  
 Understand why we need to log in and out.  
 Learn what a mouse is and to develop basic mouse skills such as moving and clicking.

Keyboards – Learn what a keyboard is and how to locate relevant keys.

<p>Expressive Arts and Design</p> <p>(links to Art, DT, Music)</p> <p>Kapow music D&amp;T Association Access Art</p> <p><b>Specific</b></p> <p><i>(possible learning enquiries have been planned which are progressive throughout the year, tech specific vocabulary and skills and can be used alongside children's interests and own ideas, however these could change)</i></p>	<p><b>Famous Artist:</b> <b>Frida Kahlo</b></p>  <p><b>What can we see?</b> (self-portraits, family pictures and observational drawings linked to Autumn)</p> <p><b>How can we explore 3D materials?</b> (Hedgehog clay sculptures)</p> <p><b>Kapow – Exploring sound</b></p>	<p><b>Famous Artist:</b> <b>Yayoi Kusama</b></p>  <p><b>How can we explore materials and marks?</b> (painting on pumpkins, other vegetables, leaves)</p> <p><b>How can we use our bodies to make art?</b> (Use hands and feet to make prints – linked to Christmas cards)</p> <p>Rangoli Patterns Firework pictures</p> <p>Make Bread rolls linked to Literacy text – Little Red Hen</p> <p><b>Kapow – Celebration music</b></p>	<p><b>Famous Artist :</b> <b>Wassily Kadinsky</b></p>  <p><b>How can we explore colour?</b> (Collaging circles/dots to create pictures of trees or buildings)</p> <p><b>Kapow – Music and Movements</b></p>	<p><b>Famous Artist:</b> <b>Georgia o' Keeffe</b></p>  <p><b>How can we use our imaginations?</b> (water colour flowers)</p> <p>Making Easter Cards (Weaving)</p> <p><b>Kapow – Musical stories</b></p>	<p><b>Famous Artist:</b> <b>Van Gogh</b></p>  <p><b>What can we see?</b> (Observational drawings of sunflowers)</p> <p><b>How can we build worlds?</b> (worlds inside a matchbox))</p> <p><b>Kapow – Big Band</b></p>	<p><b>Famous Artist:</b> <b>Alma Thomas</b></p>  <p><b>How can we explore colour?</b> (Creating, repeating patterns of colour)</p> <p>Building a sea picture with a moving part</p> <p><b>Kapow – Transport</b></p>
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Please note that although the curriculum overview is 'boxed' under each term, some skills will continue throughout the year and some may be covered earlier or later on in the year depending on the cohorts needs. It is also not to be seen as an 'exhaustive list'- it will be added to throughout the year in order to ensure a tailor-made curriculum.