

# Nursery

FS1 NURSERY LONG TERM CURRICULUM PLAN (2021-2025)						
	AUTUMN TERM 1 & 2		SPRING TERM 1	SPRING TERM 2	SUMMER TERM 1	SUMMER TERM 2
Year 1 (23-24)	Once Upon a Time		Me, My Toys and I	People	It's Alive	Let's Go!
Year 2 (24-25)	Ourselves		Snowflakes & Sunshine	Fabulous Food	Let's Go Outside!	Where We Live
JIGSAW	Being Me in My World	Celebrating Difference	Dreams & Goals	Healthy Me	Relationships	Changing Me
PSED	<ul style="list-style-type: none"> <li>• Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</li> <li>• Begin to understand how others might be feeling.</li> <li>• 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.</li> <li>• Increasingly follow rules, understanding why they are important.</li> <li>• Do not always need an adult to remind them of a rule.</li> </ul>		<ul style="list-style-type: none"> <li>• Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.</li> </ul>	<ul style="list-style-type: none"> <li>• Become more outgoing with unfamiliar people, in the safe context of their setting.</li> <li>• Show more confidence in new social situations.</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</li> <li>• Begin to understand how others might be feeling.</li> </ul>	<ul style="list-style-type: none"> <li>• Become more outgoing with unfamiliar people, in the safe context of their setting.</li> <li>• Show more confidence in new social situations.</li> </ul>
<p><b>PSED DEVELOPMENT MATTERS:</b></p> <ul style="list-style-type: none"> <li>• Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.</li> <li>• Develop their sense of responsibility and membership of a community.</li> <li>• Become more outgoing with unfamiliar people, in the safe context of their setting.</li> <li>• Show more confidence in new social situations.</li> <li>• Play with one or more other children, extending and elaborating play ideas.</li> <li>• 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.</li> <li>• Increasingly follow rules, understanding why they are important.</li> <li>• Do not always need an adult to remind them of a rule.</li> <li>• Develop appropriate ways of being assertive.</li> <li>• Talk with others to solve conflicts.</li> <li>• Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</li> <li>• Begin to understand how others might be feeling.</li> </ul>						

	<b>AUTUMN TERM</b>	<b>SPRING TERM 1</b>	<b>SPRING TERM 2</b>	<b>SUMMER TERM 1</b>	<b>SUMMER TERM 2</b>
	<b>Once Upon a Time/ Ourselves</b>	<b>Me, My Toys and I/ Snowflakes &amp; Sunshine</b>	<b>People/ Fabulous Food</b>	<b>It's Alive/ Let's Go Outside!</b>	<b>Let's Go! / Where We Live</b>
<b>COMMUNICATION AND LANGUAGE</b>	<ul style="list-style-type: none"> <li>• Can find it difficult to pay attention to more than one thing at a time.</li> <li>• Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.</li> <li>• May have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'</li> </ul>	<ul style="list-style-type: none"> <li>• Enjoy listening to longer stories and can remember much of what happens</li> <li>• Can start a conversation with an adult or a friend and continue it for many turns.</li> </ul>	<ul style="list-style-type: none"> <li>• Use a wider range of vocabulary.</li> <li>• Use longer sentences of four to six words.</li> </ul>	Understand a question or instruction that has two parts, such as "Get your coat and wait at the door". <ul style="list-style-type: none"> <li>• Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</li> </ul>	<ul style="list-style-type: none"> <li>• Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</li> <li>• Sing a large repertoire of songs</li> </ul>
<b>COMMUNICATION &amp; LANGUAGE 3-4 YEARS DEVELOPMENT MATTERS:</b>		<ul style="list-style-type: none"> <li>• Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.</li> <li>• May have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'</li> <li>• Use longer sentences of four to six words.</li> <li>• 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.</li> <li>• Can start a conversation with an adult or a friend and continue it for many turns.</li> <li>• Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</li> </ul>			
<b>EXAMPLE TEXTS</b>	<b>*fill in from the Nursery focus texts doc</b>				
<b>READING</b>	<ul style="list-style-type: none"> <li>• Engage in extended conversations about stories, learning new vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</li> </ul>	Develop their phonological awareness, so that they can: spot and suggest rhymes, count or clap syllables in a word, recognise words with the same initial sound, such as money and mother	<ul style="list-style-type: none"> <li>• Engage in extended conversations about stories, learning new vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the five key concepts about print</li> </ul>
<b>READING 3-4 YEARS DEVELOPMENT MATTERS</b>		<ul style="list-style-type: none"> <li>• Develop their phonological awareness, so that they can: spot and suggest rhymes, count or clap syllables in a word, recognise words with the same initial sound, such as money and mother.</li> <li>• Engage in extended conversations about stories, learning new vocabulary</li> </ul>			
<b>WRITING 3-4 YEARS DEVELOPMENT MATTERS</b>		<ul style="list-style-type: none"> <li>• Write some letters accurately.</li> <li>• Write some or all of their name.</li> </ul>			
<ul style="list-style-type: none"> <li>• 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.</li> </ul>					

		MATHEMATICS				
NUMBER	AUTUMN TERM Once Upon a Time/ Ourselves	SPRING TERM 1 Me, My Toys and I/ Snowflakes & Sunshine	SPRING TERM 2 People/ Fabulous Food	SUMMER TERM 1 It's Alive/ Let's Go Outside!	SUMMER TERM 2 Let's Go! / Where We Live	
		<ul style="list-style-type: none"> <li>Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</li> </ul>	<ul style="list-style-type: none"> <li>Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5.</li> <li>Show 'finger numbers' up to 5.</li> </ul>	<ul style="list-style-type: none"> <li>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle')</li> </ul>	<ul style="list-style-type: none"> <li>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</li> </ul>	<ul style="list-style-type: none"> <li>Experiment with their own symbols and marks as well as numerals.</li> <li>Solve real world mathematical problems with numbers up to 5.</li> <li>Compare quantities using language: 'more than', 'fewer than'.</li> </ul>
SHAPE & SPACE	<ul style="list-style-type: none"> <li>Understand position through words alone – for example, "The bag is under the table," – with no pointing.</li> <li>Extend and create ABAB patterns – stick, leaf, stick, leaf.</li> <li>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'.</li> </ul>	<ul style="list-style-type: none"> <li>Extend and create ABAB patterns – stick, leaf, stick, leaf.</li> <li>Notice and correct an error in a repeating pattern.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</li> </ul>	<ul style="list-style-type: none"> <li>Describe a familiar route. (Also in Geog)</li> <li>Discuss routes and locations, using words like 'in front of' and 'behind'. (Also in Geog)</li> </ul>	<ul style="list-style-type: none"> <li>Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc.</li> <li>Combine shapes to make new ones – an arch, a bigger triangle, etc</li> </ul>	
MATHEMATICS NUMBER 3-4 YEARS DEVELOPMENT MATTERS:						
<ul style="list-style-type: none"> <li>Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</li> <li>Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5.</li> <li>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</li> <li>Show 'finger numbers' up to 5.</li> </ul>			<ul style="list-style-type: none"> <li>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</li> <li>Experiment with their own symbols and marks as well as numerals.</li> <li>Solve real world mathematical problems with numbers up to 5.</li> <li>Compare quantities using language: 'more than', 'fewer than'.</li> </ul>			
SHAPE AND SPACE 3-4 YEARS DEVELOPMENT MATTERS						
<ul style="list-style-type: none"> <li>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'.</li> <li>Understand position through words alone – for example, "The bag is under the table," – with no pointing.</li> <li>Describe a familiar route. (Also in Geog)</li> <li>Discuss routes and locations, using words like 'in front of' and 'behind'. (Also in Geog)</li> <li>Extend and create ABAB patterns – stick, leaf, stick, leaf.</li> </ul>			<ul style="list-style-type: none"> <li>Notice and correct an error in a repeating pattern.</li> <li>Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</li> <li>Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc.</li> <li>Combine shapes to make new ones – an arch, a bigger triangle, etc</li> </ul>			

<b>PHYSICAL DEVELOPMENT</b>					
	<b>AUTUMN TERM 1 &amp; 2</b>	<b>SPRING TERM 1</b>	<b>SPRING TERM 2</b>	<b>SUMMER TERM 1</b>	<b>SUMMER TERM 2</b>
	Once Upon a Time/ Ourselves	Me, My Toys and I/ Snowflakes & Sunshine	People/ Fabulous Food	It's Alive/ Let's Go Outside!	Let's Go!/ Where We Live
<b>GROSS MOTOR SKILLS 3-4 YEARS DEVELOPEMNT MATTERS:</b> <ul style="list-style-type: none"> <li>• Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</li> <li>• Go up steps and stairs, or climb up apparatus, using alternate feet.</li> <li>• Skip, hop, stand on one leg and hold a pose for a game like musical statues</li> <li>• Use large-muscle movements to wave flags and streamers, paint and make marks.</li> <li>• 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.</li> <li>• 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.</li> <li>• Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</li> </ul>					
<b>FINE MOTOR SKILLS 3-4 YEARS DEVELOPMENT MATTERS:</b> <ul style="list-style-type: none"> <li>• Use one-handed tools and equipment, for example, making snips in paper with scissors.</li> <li>• Use a comfortable grip with good control when holding pens and pencils.</li> <li>• Show a preference for a dominant hand.</li> </ul>					
<b>HEALTH &amp; SELF CARE 3-4 YEARS DEVELOPMENT MATTERS:</b> <ul style="list-style-type: none"> <li>• Start to eat independently and learning how to use a knife and fork.</li> <li>• Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</li> <li>• Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.</li> <li>• Make healthy choices about food, drink, activity and tooth brushing.</li> </ul>					

	<b>AUTUMN TERM 1 &amp; 2</b>	<b>SPRING TERM 1</b>	<b>SPRING TERM 2</b>	<b>SUMMER TERM 1</b>	<b>SUMMER TERM 2</b>
	Once Upon a Time/ Ourselves	Me, My Toys and I/ Snowflakes & Sunshine	People/ Fabulous Food	It's Alive/ Let's Go Outside!	Let's Go! / Where We Live
<b>UNDERSTANDING THE WORLD</b>	<ul style="list-style-type: none"> <li>• Describe what they see, hear and feel whilst outside.</li> <li>• Explore the natural world around them.</li> <li>• Understand the effect of changing seasons on the natural world around them.</li> <li>• Understand that some places are special to members of their community.</li> <li>• Talk about members of their immediate family and community.</li> <li>• Name and describe people who are familiar to them.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe what they see, hear and feel whilst outside.</li> <li>• Explore the natural world around them.</li> <li>• Understand the effect of changing seasons on the natural world around them.</li> <li>• Recognise some environments that are different to the one in which they live.</li> <li>• Understand that some places are special to members of their community.</li> <li>• Recognise that people have different beliefs and celebrate special times in different ways.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise some similarities and differences between life in this country and life in other countries.</li> <li>• Talk about members of their immediate family and community.</li> <li>• Name and describe people who are familiar to them.</li> <li>• Comment on images of familiar situations in the past.</li> <li>• Compare and contrast characters from stories, including figures from the past.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe what they see, hear and feel whilst outside.</li> <li>• Explore the natural world around them.</li> <li>• Understand the effect of changing seasons on the natural world around them.</li> <li>• Recognise some environments that are different to the one in which they live.</li> </ul>	<ul style="list-style-type: none"> <li>• Draw information from a simple map.</li> <li>• Recognise some similarities and differences between life in this country and life in other countries.</li> <li>• Recognise some environments that are different to the one in which they live.</li> <li>• Understand that some places are special to members of their community.</li> </ul>

**UNDERSTANDING THE WORLD 3-4 YEAR DEVELOPMENT MATTERS:**

- Use all their senses in hands-on exploration of natural materials.
- Explore collections of materials with similar and/or different properties.
- Talk about what they see, using a wide vocabulary.
- Begin to make sense of their own life-story and family's history.
- Show interest in different occupations.
- Explore how things work.
- 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.
- Explore and talk about different forces they can feel.
- Talk about the differences between materials and changes they notice.
- Continue to develop positive attitudes about the differences between people.
- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

**COMPUTING (FROM BIRTH TO FIVE MATTERS)**

- Completes a simple program on electronic devices.
- Uses ICT hardware to interact with age appropriate computer software.
- Can create content such as a video recording, stories, and/or draw a picture on screen.
- Develops digital literacy skills by being able to access, understand and interact with a range of technologies.
- Can use the internet with adult supervision to find and retrieve information of interest to them.

EXPRESSIVE ARTS AND DESIGN	AUTUMN TERM 1 & 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	Once Upon a Time/ Ourselves	Me, My Toys and I/ Snowflakes & Sunshine	People/ Fabulous Food	It's Alive/ Let's Go Outside!	Let's Go! / Where We Live
<p><b>ART 3-4 YEARS DEVELOPMENT MATTERS:</b></p> <ul style="list-style-type: none"> <li>• Explore different materials freely, in order to develop their ideas about how to use them and what to make.</li> <li>• Develop their own ideas and then decide which materials to use to express them.</li> <li>• Join different materials and explore different textures.</li> <li>• Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</li> <li>• Draw with increasing complexity and detail, such as representing a face with a circle and including details.</li> <li>• Use drawing to represent ideas like movement or loud noises.</li> <li>• Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.</li> <li>• Explore colour and colour-mixing.</li> </ul>					

**SPECIFIC CREATIVE PROJECTS/ARTIST STUDY EXAMPLES:**

Fill in from previous planning any regular theme projects (link to whole school curr.prog document)

Eg art with natural objects – leaves, conkers etc Piet Mondrian Jackson Pollock Pablo Picasso	Steampunk movement Louise Nevelson Alexander Calder	Hockney – Spring Rachel Gadsden Anna Keville Joyce Food Sculptures – Renieldel Rosario	Henri Matisse Georgia O’Keefe Frida Kahlo	Wassily Kandinsky Helen Frankenthaler
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**D & T 3-4 YEARS DEVELOPMENT MATTERS:**

- Explore different materials freely, in order to develop their ideas about how to use them and what to make.
- Develop their own ideas and then decide which materials to use to express them.
- Join different materials and explore different textures.

**MUSIC 3-4 YEARS DEVELOPMENT MATTERS:**

- Listen with increased attention to sounds.
- Respond to what they have heard, expressing their thoughts and feelings.
- Remember and sing entire songs.
- 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.
- Create their own songs, or improvise a song around one they know.
- Play instruments with increasing control to express their feelings and ideas

**Specific composers/music examples: To be reviewed\***

'Hansel and Gretel' by Engelbert Humperdinck 'RESPECT' by Aretha Franklin	Leopold Mozart's Toy Symphony 'A Tisket a Tasket' by Ella Fitzgerald	'Applejack' by Dolly Parton 'Return to sender' by Elvis Presley	'Carnival of the Animals' by Camille Saint-Saëns 'Three Little Birds' by Bob Marley 'What a Wonderful World' by Louis Armstrong	'Summertime' by George Gerschwin 'Yellow Submarine' by The Beatles 'Midnight Train to Georgia' by Gladys Knight
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**DRAMA & ROLE PLAY 3-4 YEARS DEVELOPMENT MATTERS:**

- Take part in simple pretend play, using an object to represent something else even though they are not similar.
- Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.
- Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.

# Reception

FS2 RECEPTION LONG TERM CURRICULUM PLAN (2023-25)						
	AUTUMN TERM 1 & 2		SPRING TERM 1	SPRING TERM 2	SUMMER TERM 1	SUMMER TERM 2
Year 1 2023-24	Once Upon a Time		Me, My Toys and I	People	It's Alive	Let's Go!
Year 2 2024-25	Ourselves		Snowflakes & Sunshine	Fabulous Food	Let's Go Outside!	Where We Live
PSED (& JIGSAW)	Jigsaw: Being Me in My World	Celebrating Difference	Dreams & Goals	Healthy Me	Relationships	Changing Me
	<b>NURSERY STRAND TO BE BUILT UPON</b> <ul style="list-style-type: none"> <li>• Develop their sense of responsibility and membership of a community.</li> <li>• Become more outgoing with unfamiliar people, in the safe context of their setting.</li> <li>• Show more confidence in new social situations.</li> <li>• Play with one or more other children, extending and elaborating play ideas. Increasingly follow rules, understanding why they are important.</li> <li>• Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</li> </ul>		<ul style="list-style-type: none"> <li>• Show resilience and perseverance in the face of challenge.</li> </ul>	<ul style="list-style-type: none"> <li>• Manage their own needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Build constructive and respectful relationships.</li> <li>• Think about the perspectives of others.</li> </ul>	<ul style="list-style-type: none"> <li>• Show resilience and perseverance in the face of challenge.</li> </ul>
	<ul style="list-style-type: none"> <li>• See themselves as a valuable individual.</li> <li>• Express their feelings and consider the feelings of others.</li> <li>• Identify and moderate their own feelings socially and emotionally.</li> </ul>					
<b><u>PSED EARLY LEARNING GOALS</u></b>						
<b>Self-Regulation</b> <ul style="list-style-type: none"> <li>• Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</li> <li>• Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li> <li>• Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</li> </ul>						
<b>Managing Self</b> <ul style="list-style-type: none"> <li>• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> <li>• Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> <li>• Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. (Also in Science)</li> </ul>						
<b>Building Relationships</b> <ul style="list-style-type: none"> <li>• Work and play cooperatively and take turns with others.</li> <li>• Form positive attachments to adults and friendships with peers.</li> <li>• Show sensitivity to their own and to others' needs.</li> </ul>						

	<b>AUTUMN TERM</b>	<b>SPRING TERM 1</b>	<b>SPRING TERM 2</b>	<b>SUMMER TERM 1</b>	<b>SUMMER TERM 2</b>
	Once Upon a Time/ Ourselves	Me, My Toys and I/ Snowflakes & Sunshine	People/ Fabulous Food	It's Alive/ Let's Go Outside!	Let's Go!/ Where We Live
<b>COMMUNICATION AND LANGUAGE</b>	<p><b>NURSERY STRAND TO BE BUILT UPON:</b></p> <ul style="list-style-type: none"> <li>• Enjoy listening to longer stories and can remember much of what happens.</li> <li>• Can find it difficult to pay attention to more than one thing at a time.</li> <li>• Use a wider range of vocabulary.</li> <li>• Understand a question or instruction that has two parts, such as “Get your coat and wait at the door”.</li> <li>• Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”</li> <li>• Sing a large repertoire of songs.</li> <li>• Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</li> <li>• Develop their communication, but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’.</li> <li>• May have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’</li> <li>• Use longer sentences of four to six words.</li> <li>• 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.</li> <li>• Can start a conversation with an adult or a friend and continue it for many turns.</li> <li>• Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.”</li> </ul>	<ul style="list-style-type: none"> <li>• Use new vocabulary through the day.</li> <li>• Engage in non-fiction books.</li> <li>• Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</li> <li>• Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</li> </ul>	<ul style="list-style-type: none"> <li>• Use new vocabulary in different contexts.</li> <li>• Connect one idea or action to another using a range of connectives.</li> <li>• Engage in story times.</li> </ul>	<ul style="list-style-type: none"> <li>• Ask questions to find out more and to check they understand what has been said to them.</li> <li>• Articulate their ideas and thoughts in well-formed sentences.</li> <li>• Listen carefully to rhymes and songs, paying attention to how they sound. (Also in Music)</li> </ul>	<ul style="list-style-type: none"> <li>• Describe events in some detail.</li> <li>• Develop social phrases.</li> <li>• Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.</li> </ul>
	<ul style="list-style-type: none"> <li>• Understand how to listen carefully and why listening is important.</li> <li>• Learn new vocabulary.</li> <li>• Listen to and talk about stories to build familiarity and understanding.</li> <li>• Learn rhymes, poems and songs.(Also in Music)</li> </ul>				

**COMMUNICATION & LANGUAGE EARLY LEARNING GOALS:**

**Listening, Attention and Understanding**

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

**Speaking**

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, nonfiction, rhymes and poems when appropriate.
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

	<b>AUTUMN TERM</b>		<b>SPRING TERM 1</b>	<b>SPRING TERM 2</b>	<b>SUMMER TERM 1</b>	<b>SUMMER TERM 2</b>
	Once Upon a Time/ Ourselves		Me, My Toys and I/ Snowflakes & Sunshine	People/ Fabulous Food	It's Alive/ Let's Go Outside!	Let's Go! Where We Live
Example texts	Traditional Tales, Nursery Rhymes,	Peace At Last, Owl Babies, We're Going on a Bear Hunt,	Dogger, One Snowy Night, After the storm	Oliver's Vegetables,	The Hungry Caterpillar,	The Train Ride, Dear Zoo, Mr.Gumpy's
READING	<b>NURSERY STRAND TO BE BUILT UPON</b> <ul style="list-style-type: none"> <li>• Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</li> <li>• Understand the five key concepts about print: 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.</li> </ul>		<ul style="list-style-type: none"> <li>• Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</li> <li>• Read some letter groups that each represent one sound and say sounds for them.</li> <li>• Engage in story times.</li> <li>• Listen to and talk about stories to build familiarity and understanding.</li> <li>• Read individual letters by saying the sounds for them.</li> <li>• Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</li> </ul>	<ul style="list-style-type: none"> <li>• Engage in non-fiction books.</li> <li>• Read a few common exception words matched to the school's phonic programme.</li> <li>• Engage in story times.</li> <li>• Listen to and talk about stories to build familiarity and understanding.</li> <li>• Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li> <li>• Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</li> <li>• Read simple phrases and sentences made up of words with known letter– sound correspondences and, where necessary, a few exception words</li> </ul>	<ul style="list-style-type: none"> <li>• Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</li> <li>• Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words</li> </ul>
	<ul style="list-style-type: none"> <li>• Read some letter groups that each represent one sound and say sounds for them.</li> <li>• Engage in story times.</li> <li>• Listen to and talk about stories to build familiarity and understanding.</li> <li>• Read individual letters by saying the sounds for them.</li> <li>• Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</li> </ul>					
<b><u>READING EARLY LEARNING GOAL:</u></b>						
<p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> <li>• Anticipate – where appropriate – key events in stories.</li> <li>• Use and understand recently introduced vocabulary during discussions about stories, non - fiction, rhymes and poems and during role-play.</li> </ul> <p><b>Word Reading</b></p> <ul style="list-style-type: none"> <li>• Say a sound for each letter in the alphabet and at least 10 digraphs. • Read words consistent with their phonic knowledge by sound -blending.</li> <li>• Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words</li> </ul>						
WRITING	<b>NURSERY STRAND TO BE BUILT UPON:</b> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Write some or all of their name.</li> <li>• Write some letters accurately.</li> </ul>		<ul style="list-style-type: none"> <li>• Spell words by identifying the sounds and then writing the sound with letter/s.</li> </ul>	<ul style="list-style-type: none"> <li>• Spell words by identifying the sounds and then writing the sound with letter/s.</li> <li>• Develop the foundations of a handwriting style which is fast, accurate and efficient.</li> </ul>	<ul style="list-style-type: none"> <li>• Form lower-case and capital letters correctly.</li> <li>• Develop the foundations of a handwriting style which is fast, accurate and efficient</li> </ul>	<ul style="list-style-type: none"> <li>• Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</li> <li>• Re-read what they have written to check that it makes sense.</li> </ul>
<b><u>WRITING EARLY LEARNING GOAL</u></b>						
<ul style="list-style-type: none"> <li>• Write recognisable letters, most of which are correctly formed.</li> <li>• Spell words by identifying sounds in them and representing the sounds with a letter or letters.</li> <li>• Write simple phrases and sentences that can be read by others.</li> </ul>						

WHITE ROSE MATHS												
MATHEMATICS NUMBER	AUTUMN TERM				SPRING TERM 1		SPRING TERM 2		SUMMER TERM 1		SUMMER TERM 2	
	Getting to know you	Just Like Me!	It's 1,2,3!	Light & Dark	Alive in 5!	Growing 6,7,8	Building 9 & 10	Consolidation	To 20 and beyond	First, then, now	Find my pattern	On the Move
	<b>NURSERY STRAND TO BE BUILT UPON:</b> <ul style="list-style-type: none"> <li>•Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</li> <li>•Recite numbers past 5.</li> </ul> Say one number for each item in order: 1,2,3,4,5. <ul style="list-style-type: none"> <li>•Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</li> <li>•Show 'finger numbers' up to 5.</li> <li>•Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</li> <li>•Experiment with their own symbols and marks as well as numerals.</li> <li>•Solve real world mathematical problems with numbers up to 5.</li> <li>•Compare quantities using language: 'more than', 'fewer than'.</li> </ul>				<ul style="list-style-type: none"> <li>•Count objects, actions and sounds.</li> <li>•Subitise.</li> <li>•Link the number symbol (numeral) with its cardinal number value.</li> <li>•Count beyond ten.</li> </ul> Compare numbers. <ul style="list-style-type: none"> <li>•Understand the 'one more than/one less than' relationship between consecutive numbers. •Explore the composition of numbers to 10.</li> <li>•Automatically recall number bonds for numbers 0–5 and some to 10.</li> </ul>							
<b>MATHEMATICS EARLY LEARNING GOAL:</b>												
<b>NUMBER</b> <ul style="list-style-type: none"> <li>•Have a deep understanding of number to 10, including the composition of each number.</li> <li>•Subitise (recognise quantities without counting) up to 5.</li> <li>•Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</li> </ul> <b>NUMERICAL PATTERNS</b> <ul style="list-style-type: none"> <li>•Verbally count beyond 20, recognising the pattern of the counting system.</li> <li>•Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</li> <li>•Explore and represent patterns within numbers up to 10 including evens and odds, double facts and how quantities can be distributed equally.</li> </ul>												
SHAPE AND SPACE	<b>NURSERY STRAND TO BE BUILT UPON:</b> <ul style="list-style-type: none"> <li>•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'.</li> <li>•Understand position through words alone – for example, "The bag is under the table," – with no pointing.</li> <li>•Describe a familiar route.</li> <li>•Discuss routes and locations, using words like 'in front of' and 'behind'.</li> <li>•Extend and create ABAB patterns – stick, leaf, stick, leaf.</li> <li>•Notice and correct an error in a repeating pattern.</li> <li>•Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</li> <li>•Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc.</li> <li>•Combine shapes to make new ones – an arch, a bigger triangle, etc</li> </ul>				<ul style="list-style-type: none"> <li>•Select, rotate and manipulate shapes to develop spatial reasoning skills.</li> <li>•Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</li> <li>•Continue, copy and create repeating patterns.</li> <li>•Compare length, weight and capacity.</li> </ul>							

	AUTUMN TERM 1 & 2		SPRING TERM 1	SPRING TERM 2	SUMMER TERM 1	SUMMER TERM 2
	Once Upon a Time/ Ourselves		Me, My Toys and I/ Snowflakes & Sunshine	People/ Fabulous Food	It's Alive/ Let's Go Outside!	Let's Go!/ Where We Live
REAL PE UNIT						
PHYSICAL DEVELOPMENT GROSS MOTOR SKILLS	<b>NURSERY STRAND TO BE BUILT ON:</b> <b>GROSS MOTOR SKILLS</b> <ul style="list-style-type: none"> <li>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</li> <li>Go up steps and stairs, or climb up apparatus, using alternate feet.</li> <li>Skip, hop, stand on one leg and hold a pose for a game like musical statues</li> <li>Use large-muscle movements to wave flags and streamers, paint and make marks.</li> <li>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.</li> <li>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.</li> <li>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</li> </ul>		<ul style="list-style-type: none"> <li>Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing.</li> <li>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li> <li>Combine different movements with ease and fluency.</li> <li>Develop overall body-strength, balance, co-ordination and agility.</li> <li>Progress towards a more fluent style of moving, with developing control and grace.</li> <li>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</li> </ul> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <ul style="list-style-type: none"> <li>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</li> <li>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</li> </ul>			
	<b><u>PHYSICAL DEVELOPMENT EARLY LEARNING GOAL:</u></b>					
<b>Gross Motor Skills</b> <ul style="list-style-type: none"> <li>Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>Demonstrate strength, balance and coordination when playing.</li> <li>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul>						
FINE MOTOR SKILLS	<b>NURSERY STRAND TO BE BUILT UPON:</b> <b>FINE MOTOR SKILLS</b> <ul style="list-style-type: none"> <li>Use one-handed tools and equipment, for example, making snips in paper with scissors.</li> <li>Use a comfortable grip with good control when holding pens and pencils.</li> <li>Show a preference for a dominant hand.</li> </ul>		<b>FINE MOTOR SKILLS</b> <ul style="list-style-type: none"> <li>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</li> <li>Develop the foundations of a handwriting style which is fast, accurate and efficient.</li> </ul>			
	<b><u>PHYSICAL DEVELOPMENT EARLY LEARNING GOAL:</u></b>					
<b>Fine Motor Skills</b> <ul style="list-style-type: none"> <li>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</li> <li>Use a range of small tools, including scissors, paintbrushes and cutlery.</li> <li>Begin to show accuracy and care when drawing.</li> </ul>						

	AUTUMN TERM 1 & 2	SPRING TERM 1	SPRING TERM 2	SUMMER TERM 1	SUMMER TERM 2
	Once Upon a Time/ Ourselves	Me, My Toys and I/ Snowflakes & Sunshine	People/ Fabulous Food	It's Alive/ Let's Go Outside!	Let's Go!/ Where We Live
PHYSICAL DEVELOPMENT H & SC	<b>NURSERY STRAND TO BE BUILT UPON:</b> <b>HEALTH &amp; SELF CARE</b> <ul style="list-style-type: none"> <li>• Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</li> </ul>	<b>HEALTH &amp; SELF CARE</b> <ul style="list-style-type: none"> <li>• Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating – tooth brushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian.</li> </ul>			
	<ul style="list-style-type: none"> <li>• Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes - personal hygiene</li> </ul>	<ul style="list-style-type: none"> <li>• Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes - personal hygiene</li> </ul>			
UNDERSTANDING THE WORLD	<b>NURSERY STRANDS TO BE BUILT UPON:</b> <ul style="list-style-type: none"> <li>• Use all their senses in hands-on exploration of natural materials.</li> <li>• Talk about what they see, using a wide vocabulary</li> <li>• Describe what they see, hear and feel whilst outside.</li> <li>• Continue to develop positive attitudes about the differences between people.</li> <li>• Begin to make sense of their own life-story and family's history.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore how things work.</li> <li>• Explore &amp; talk about different forces they can feel.</li> <li>• Explore collections of materials with similar and/or different properties.</li> <li>• Use all their senses in hands-on exploration of natural materials.</li> <li>• Talk about the differences between materials and changes they notice.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to develop positive attitudes about the differences between people.</li> <li>• Begin to make sense of their own life-story and family's history.</li> <li>• Show interest in different occupations</li> </ul>	<ul style="list-style-type: none"> <li>• Plant seeds &amp; care for growing plants</li> <li>• Understand the key features of the life cycle of an animal and a plant.</li> <li>• Begin to understand the need to respect and care for the natural environment and all living things.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe a familiar route.</li> <li>• Discuss routes and locations, using words like 'in front of' and 'behind'.</li> <li>• Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</li> </ul>
	<ul style="list-style-type: none"> <li>• Describe what they see, hear and feel whilst outside.</li> <li>• Explore the natural world around them.</li> <li>• Understand the effect of changing seasons on the natural world around them.</li> <li>• Understand that some places are special to members of their community.</li> <li>• Talk about members of their immediate family and community.</li> <li>• Name and describe people who are familiar to them.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe what they see, hear and feel whilst outside.</li> <li>• Explore the natural world around them.</li> <li>• Understand the effect of changing seasons on the natural world around them.</li> <li>• Recognise some environments that are</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise some similarities and differences between life in this country and life in other countries.</li> <li>• Talk about members of their immediate family and community.</li> <li>• Name and describe people who are familiar to them.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe what they see, hear and feel whilst outside.</li> <li>• Explore the natural world around them.</li> <li>• Understand the effect of changing seasons on the natural world around them.</li> </ul>	<ul style="list-style-type: none"> <li>• Draw information from a simple map.</li> <li>• Recognise some similarities and differences between life in this country and life in other countries.</li> <li>• Recognise some environments that are different to the one in which they live.</li> </ul>

		<p>different to the one in which they live.</p> <ul style="list-style-type: none"> <li>• Understand that some places are special to members of their community.</li> <li>• Recognise that people have different beliefs and celebrate special times in different ways.</li> </ul>	<ul style="list-style-type: none"> <li>• Comment on images of familiar situations in the past.</li> <li>• Compare and contrast characters from stories, including figures from the past.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise some environments that are different to the one in which they live.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand that some places are special to members of their community.</li> </ul>
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**UNDERSTANDING THE WORLD EARLY LEARNING GOALS:**

**THE NATURAL WORLD**

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

**PEOPLE, CULTURE & COMMUNITIES**

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.

**PAST AND PRESENT**

- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.

**COMPUTING (FROM BIRTH TO FIVE MATTERS)**

- Completes a simple program on electronic devices.
- Uses ICT hardware to interact with age appropriate computer software.
- Can create content such as a video recording, stories, and/or draw a picture on screen.
- Develops digital literacy skills by being able to access, understand and interact with a range of technologies.
- Can use the internet with adult supervision to find and retrieve information of interest to them.

		AUTUMN TERM 1 & 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2		
<b>EXPRESSIVE ARTS AND DESIGN</b>		Once Upon a Time/ Ourselves	Me, My Toys and I/ Snowflakes & Sunshine	People/ Fabulous Food	It's Alive/ Let's Go Outside!	Let's Go!/ Where We Live		
		<b>ART</b> • Explore, use and refine a variety of artistic effects to express their ideas and feelings. <a href="#">(Also in D&amp;T)</a> <ul style="list-style-type: none"> <li>• Return to and build on their previous learning, refining ideas and developing their ability to represent them <a href="#">(Also in D&amp;T)</a></li> <li>• Create collaboratively sharing ideas, resources and skills. <a href="#">(Also in D&amp;T)</a></li> </ul>						
		<b>D &amp; T</b> Explore, use and refine a variety of artistic effects to express their ideas and feelings. <a href="#">(Also in Art)</a> <ul style="list-style-type: none"> <li>• Return to and build on their previous learning, refining ideas and developing their ability to represent them. <a href="#">(Also in Art)</a></li> <li>• Create collaboratively sharing ideas, resources and skills. <a href="#">(Also in Art)</a></li> </ul>						
		<b>Specific creative projects/Artist study examples:</b>						
		Diva laps using clay Christmas cards & calendars Featured artist: Van Gogh – Sunflowers Colour & colour mixing Printing with natural objects. Rubbings of natural objects Fabric collages	Junk models vehicles/toys Self portraits Spring paintings- flowers Record weather using photographs	Easter cards & crafts Observational drawings of food. Creating healthy eating model lunch box/pizza Figures & people in art – Pablo Picasso	Observational paintings & drawings of plants Minibeasts models Symmetrical printing patterns- butterflies Photographing outdoors features # Fabric printing minibeasts with stitching & some embellishments.	Drawing maps Observational drawings of environmental features & buildings eg, Church. 3D collage of landscapes Printing using vehicle tracks Rubbings various landscape paintings by various artists inc Constable, Lowry, Seascapes & waterscapes in the style of Monet		
		<b>MUSIC</b> • Listen attentively, move to and talk about music, expressing their feelings and responses. <ul style="list-style-type: none"> <li>• Sing in a group or on their own, increasingly matching the pitch and following the melody.</li> <li>• Explore and engage in music making and dance, performing solo or in groups</li> <li>• Listen carefully to rhymes and songs, paying attention to how they sound. <a href="#">(Also in C&amp;L)</a></li> <li>• Learn rhymes, poems and songs. <a href="#">(Also in C&amp;L)</a></li> <li>• Listen attentively, move to and talk about music, expressing their feelings and responses.</li> <li>• Watch and talk about dance and performance art, expressing their feelings and responses. <a href="#">(Also in Role play &amp; Drama)</a></li> </ul>						
		<b>Specific composers/music examples:</b>						
		CHARANGA UNITS THROUGHOUT THE YEAR 'Peter & the Wolf' by Prokofiev Music for emotions- clair de lune/popcorn etc Christmas concert performance (the Nativity)	'The Nutcracker' by Tchaikovsky	'Rhapsody in Blue' by Gerschwinn	'The Four Seasons' by Vivaldi	'Chattanooga Choo Choo' by Glenn Miller		

**DRAMA & ROLE PLAY**

- Watch and talk about dance and performance art, expressing their feelings and responses. (also in Music)
- Develop storylines in their pretend play.

**EXPRESSIVE ARTS EARLY LEARNING GOALS:****BEING IMAGINATIVE AND EXPRESSIVE**

- Invent, adapt and recount narratives and stories with peers and their teacher.
- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

**CREATING WITH MATERIALS CREATING WITH MATERIALS**

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters in narratives and stories.

# Year 1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic title</b>	Around and About	To Infinity and Beyond	It's a Wonderful World	Humans Vs Tigers	Secret Agent	Marvellous Materials
<b>Main subject</b>	Geography	History	Geography	Art	Science	Science/D&T
<b>Hook for Learning/visit</b>	Walk around the local area	Outdoor Learning-Neil Armstrong rocket workshop	Continent Small World/globe exploration	Tiger Art Afternoon	Secret Agent Training Academy	Goldilocks crime scene in the classroom
<b>Authentic outcome</b>	Solving a 'need' in our local area	Nativity	Quiz/presentation to Year 2	Art Gallery Tiger Tea Party	Secret Agent Graduation	Playing with the bears' houses
<b>Key DRIVER(s)</b>	Worldly Views & Ambition- local area	Resilience- Space Race, significant individuals who never gave up	Worldly Views & Ambition	Communication- Art Gallery	Worldly Views & Ambition	Resilience- testing a range of materials
<b>Class reader/ key text</b>	<u>Meesha Makes Friends</u> Martha Maps it Out Last Stop on Market Street	<u>Katie in London</u> How to Catch a Star Look Up!	<u>The Lion Inside</u> The Bear in the Stars The Lorax	<u>Beegu</u> The Tiger Who Came to Tea Little Tiger Rescue	<u>Somebody Swallowed Stanley</u> Lizzie and Lucky and the Case of the Missing Puppies	<u>Goldilocks and Just the One Bear</u> The Three Little Pigs
<b>Writing purpose</b>	Recount Diary Entry	Non-Chronological Report	Narrative	Narrative	Non-Chronological Report	Narrative Poetry
<b>History</b>	History- Chronological Understanding (timelines) History- Historical Enquiry- artefacts	History- Historical Communication History- Chronological Understanding- timelines History- Historical Knowledge- significant individuals and events			History- Historical Knowledge- significant individuals and events	
<b>Geography</b>	Geography- Skills and Fieldwork		Geography- Location and Place Knowledge			

	Geography- Location and Place Knowledge Geography- Human and Physical Geography- Sustainability		Geography- Human and Physical Geography- Sustainability			
Science	Science-Plants Science- Working Scientifically	Science- Seasonal Changes	Science- Animals Including Humans Science- Living Things and Habitats	Science- Animals Including Humans Science- Living Things and Habitats	Science- Working Scientifically	Science- Everyday materials
Art	Art- Exploring and Developing Ideas Art- Evaluating Work Art- Painting and Colouring Art- Drawing	Art- Exploring and Developing Ideas Art- Evaluating Work Art- Painting and Colouring	Art- Exploring and Developing Ideas Art- Evaluating Work Art- 3D Form	Art- Exploring and Developing Ideas Art- Evaluating Work Art- Drawing Art-Collage		
Music	Music- Listen Music- Review and Evaluate	Music- Perform, Explore and Create Music- Review and Evaluate	Music- Perform, Explore and Create Music- Review and Evaluate	Music- Perform, Explore and Create Music- Review and Evaluate	Music- Compose, Understand and Notate Music- Review and Evaluate	Music- Compose, Understand and Notate Music- Review and Evaluate
PE and games	PE- Gymnastics	PE-Gymnastics	PE-Dance	PE-Dance	PE- Games	PE-Games
DT		D&T- Design, Make, Evaluate	D&T- Design, Make, Evaluate			D&T- Design, Make, Evaluate
RE	RE- Believing- 1.1 Who is a Christian and what do they believe?	RE- Expressing- 1.6 How and why do we celebrate special and sacred times?	RE- Expressing- 1.5 What makes some places sacred?	RE- Living- 1.8 How should we care for others and the world, and why does it matter?	RE- Living- What does it mean to belong to a faith community?	
Jigsaw PSHE	Jigsaw- Being Me in My World	Jigsaw- Celebrating Difference	Jigsaw- Dreams and Goals	Jigsaw- Healthy Me	Jigsaw- Relationships	Jigsaw- Changing Me

<b>Computing</b>	<b>Computing- Information Technology Computing- Digital Literacy</b>	<b>Computing- Digital Literacy Computing- Information Technology</b>	<b>Computing- Computer Science</b>	<b>Computing- Digital Literacy</b>	<b>Computing- Information Technology</b>	<b>Computing- Computer Science</b>
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# Year 2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic title</b>	<b>Around the World in 30 days</b>	<b>When Will I Be Famous?</b>	<b>Dragons and Fire</b>	<b>Tell Me a Story</b>	<b>Magic and Mayhem</b>	<b>Happy and Healthy</b>
<b>Main subject</b>	<b>Geography</b>	<b>RE, History,</b>	<b>History (Great Fire of London)</b>	<b>Literacy</b>	<b>Literacy/ Science</b>	<b>DT and Science</b>
<b>Hook for Learning/Visit</b>	<b>Aussie Campfire</b>	<b>Red carpet paparazzi event.</b>	<b>Dragon Visit (FXGuru)</b>	<b>Scottish Ceilidh (Y2) (half way through topic)</b>	<b>Potion Making</b>	<b>Trip to Eureka/ Longshaw Estate</b>
<b>Authentic outcome</b>	<b>Australia Report</b>	<b>Nativity Performance</b>	<b>Museum</b>	<b>Dance performance for parents</b>	<b>New chapter for Roald Dahl text</b>	<b>Picnic Art gallery</b>
<b>Key Drivers</b>	<b>Worldly View</b>	<b>Communication, Resilience</b>	<b>Worldly View</b>	<b>Worldly View</b>	<b>Communication</b>	<b>Communication Ambition</b>
<b>Class reader/key text</b>	<b>The Shopping Basket Rosies Walk On My Way Home</b>	<b>Non-fiction texts The Owl Who Was Afraid of the Dark</b>	<b>Dragon Poems Non-fiction texts How To Train a Dragon Dragon Stories</b>	<b>Katie Morag</b>	<b>George's Marvellous Medicine / The Twits</b>	<b>Riddles The Magic Box (poem) Guide to Healthy Living</b>
<b>Writing purpose</b>	<b>Previous years Skills Narrative Story</b>	<b>Narrative Information text.</b>	<b>Information text. Recount Q and A Poetry (Y2) Diary Entries (Y2) Dragon Stories (Y1)</b>	<b>Write stories with a clear structure of events and an appropriate ending</b>	<b>Assessment (SATS) T4W retelling poems (Y1) Write new scenes (Y2) Character studies (Y2)</b>	<b>Instructions (Y1/2) Riddles Y2 Information sheet (Y2) Fact File (Y1) Re-writing a story 'The Tiger Who Came to Tea' (Y1)</b>
<b>History</b>	<b>N/A</b>	<b>Florence Nightingale Chronological Understanding, Historical enquiry,</b>	<b>The Great Fire of London Chronological Understanding,</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>

		Knowledge and Understanding	<b>Historical Enquiry, Historical Interpretation, Understanding of events, people and changes.</b>			
<b>Geography</b>	<b>Australia</b> Location Knowledge Place Knowledge Geographical Skills and Fieldwork			<b>Scottish Islands</b> Location Knowledge, Place Knowledge, Geographical Skills and Fieldwork, Human and Physical		
<b>Science</b>	<b>Biology</b> living things and their habitats <b>Working Scientifically</b>	<b>N/A</b>	<b>Materials</b> Everyday Materials Working Scientifically	<b>N/A</b>	<b>Plants</b> Working Scientifically	<b>Biology- animals including Humans</b> Working Scientifically
<b>Art</b>	<b>Australian art (dot paintings)</b> Painting	<b>Christmas crafts</b> <b>Pastel Poppies</b> Drawing	<b>Fire/Dragon art</b> Colour, Print	-	<b>Marbling</b> Printing	
<b>Music</b>	Charanga (TBC) Hands, Feet, Heart	Nativity Production Performance skills	Charanga (TBC) I Wanna Play in a Band	Charanga (TBC) Zoo Time	Charanga (TBC) Friendship Song	Charanga (TBC) Reflect, Rewind, Replay
<b>PE and games</b>	<b>Aiming at targets</b> Hand/ eye coordination	<b>Running</b> Striking a ball	<b>Strength, agility, coordination and balance</b> Dance	<b>Disability sports</b> Dance (Y1) Throwing and catching (Y2)	<b>Striking a ball/object</b> Following simple maps	<b>Striking a ball/ object</b> Athletics
<b>DT</b>	-	<b>Pop up Christmas card</b> Moving Mechansims Make, Evaluate, Technical Knowledge		<b>Puppet Making</b> Make, Evaluate, Technical Knowledge	-	<b>Food Technology</b> Cooking

<b>RE</b>	<b>Who Is Jewish and What Do They Believe?</b>	<b>How and Why Do We Celebrate Special and Scared Times.? (Christmas, Christingle)</b>	<b>Who is Jewish and what do they believe?</b>	<b>How and Why do we celebrate Scared Times? (Easter, Pesach)</b>	<b>How Should We Care for Others and World and Why Does it Matter?</b>	<b>What Can We Learn From Scared Books?</b>
<b>JigsawPSHE</b>	<b>Being me in my world</b>	<b>Celebrating difference</b>	<b>Dreams and goals</b>	<b>Healthy me</b>	<b>Relationships</b>	<b>Changing me Preparing food</b>
<b>Computing</b>	<b>Digital Photography</b> Information Technology	<b>It Around Us- computing systems and networks</b> Information Technology	<b>Programming -Robot Algorithms</b> Computer Science	<b>Creating Media- Digital Music TBC</b> Information Technology	<b>Programming- quizzes TBC</b> Computer Science	<b>Data and Information- Pictograms TBC</b> Digital Literacy

# Year 3

## Year 3 Curriculum overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic title</b>	<b>A Whole New World</b>	<b>Gifts from the ground</b>	<b>Time Warp</b>	<b>Chocolate Box</b>	<b>Trains, Planes and Automobiles</b>	<b>Sun, Sea and Sandcastles</b>
<b>Main subject</b>	<b>Geography</b>	<b>Science</b>	<b>History</b>	<b>Design Technology Science</b>	<b>Science History</b>	<b>Art History</b>
<b>Hook for Learning/visit</b>		<b>The Big Dig</b>	<b>Stone Age Day</b>	<b>Chocolate afternoon</b>	<b>?</b>	<b>?</b>
<b>Authentic outcome</b>	<b>Create an Arctic Diorama</b>	<b>Parent workshop</b>	<b>Stone Age Day</b>	<b>Designed, made and advertised own chocolate bar</b>	<b>Transport Trip</b>	<b>Art Exhibition/Trip to Cleethorpes</b>
<b>Key DRIVER(s)</b>	Resillience – aspiration and overcoming difficulties (Matthew Henson) Global Awareness – effects of global warming	Resillience – Gender bias/discrimination (Mary Anning) Global Awareness – comparison of local area, appreciation of environment, impacts of volcanoes Communication – big dig	Resillience – pre-historic challenges, comparison with own lives Global Awareness – better understanding of Britain’s past and key events Communication – speaking at the museum	Resillience – fair trade workers Global Awareness – where chocolate comes from, impact of fair/unfair trade, understanding of other cultures	Global Awareness – Impact of transport on the planet	
<b>Class reader/ key text</b>	<u>Key Text - Writing</u> Coming to England  <u>Class Reader</u> Pugs of the Frozen/ North Ice Palace	<u>Key Text - Writing</u> Winters Child  <u>Class Reader</u> Stig of the Dump Dragon	<u>Key Text - Writing</u> Stone Age Boy  <u>Class Reader</u> Stig of the Dump The Iron Man	<u>Key Text - Writing</u> Big Blue Whale  <u>Class Reader</u> Charlie and the Chocolate Factory	<u>Key Text - Writing</u> Amazing Rivers  <u>Class Reader</u> Charlie and the Chocolate Factory	<u>Key Text - Writing</u> Zeraffa Giraffa  <u>Class Reader</u>

<b>Writing purpose</b>	<p><u>Recount</u> – Letter writing</p> <p><u>Writing outcome:</u> To write letters from Floella to her Grandmother telling her about settling into life in the UK.</p>	<p><u>Fiction</u> – Fantasy story</p> <p><u>Writing outcome:</u> To write a fantasy story based on a fable</p>	<p><u>Fiction</u> - Historical narrative</p> <p><u>Writing outcome:</u> Write the story from the point of view of the boy</p>	<p><u>Non-fiction</u> – Information</p> <p><u>Writing outcome:</u> Write an informative article about whales persuading for the protection of the blue whale</p>	<p><u>Information/ Persuasion</u> – Information board</p> <p><u>Writing outcome:</u> Write the text for an information board, designed to give visitors information and persuade them to look after our waterways.</p>	<p><u>Non-fiction</u> - Persuasive writing</p> <p><u>Writing outcome:</u> Plan and write a persuasive guide for visiting Zeraffa at the Jardin des Plantes in Paris</p>
<b>History</b>		<p><u>Mary Anning</u> Historical Enquiry</p>	<p><u>Stone Age to Iron Age</u> Chronological Understanding Historical Enquiry Historical Interpretation Historical knowledge, understanding events, people and changes in the past</p>		<p><u>Ancient Greeks</u> Chronological Understanding Historical Enquiry Historical Interpretation Historical knowledge, understanding events, people and changes in the past</p>	<p><u>Ancient Egyptians</u> Chronological Understanding Historical Enquiry Historical Interpretation Historical knowledge, understanding events, people and changes in the past</p>
<b>Geography</b>	<p><u>Arctic Study/Key skills</u> Location and Place Knowledge Skills and Fieldwork</p>	<p><u>Volcanoes</u> Human and Physical</p>	<p><u>Settlements</u> Human and Physical</p>		<p><u>Local Area Study</u> Location and Place Knowledge Skills and Fieldwork Human and Physical Sustainability</p>	
<b>Science</b>	<p><u>Animals including humans</u> <u>Light</u></p>	<p><u>Rocks</u></p>		<p><u>States of Matter</u></p>	<p><u>Forces and Magnets</u></p>	
<b>Art</b>		<p><u>Evaluating Work</u> Exploring and developing Ideas</p>	<p><u>Evaluating Work</u> Exploring and developing Ideas</p>	<p><u>Evaluating Work</u> Exploring and developing Ideas</p>		<p><u>Evaluating Work</u> Exploring and developing Ideas</p>

		<u>Drawing</u>	<u>3D Form</u>	<u>Printing</u>		<u>Drawing Painting and colouring Collage</u>
<b>Music</b>	<u>Let Your Spirits Fly</u> Compose, understand and notate Listen Perform, explore and create Review and evaluate	<u>Glockespeil Stage 1</u> Compose, understand and notate Listen Perform, explore and create Review and evaluate		<u>The Dragon Song</u> Compose, understand and notate Listen Perform, explore and create Review and evaluate		
<b>PE and games</b>	<b>Real PE Unit 1 – Personal</b>	<b>Real PE Unit 2 – Social</b>	<b>Real PE Unit 3 – Cognitive/ Dance Festival</b>	<b>Real PE Unit 4 – Creative</b>	<b>Real PE Unit 5 – Applying Physical</b>	<b>Real PE Unit 6 – Health and Fitness</b>
<b>DT</b>				<u>Making own chocolate bar</u> Cooking Evaluate Make Technical Knowledge	<u>Rubber band powered car</u> Evaluate Make Technical Knowledge	
<b>RE</b>	<b>What do different people believe about God?</b>	<b>(Interfaith week)/ Why are festivals important to religious communities?</b>	<b>Why do People Pray?</b>	<b>Why is the Bible so important for Christians today?</b>	<b>What does it mean to be a Christian in Britain today?</b>	<b>Why are festivals important to religious communities?</b>
<b>JigsawPSHE</b>	<b>Being me in my world</b>	<b>Celebrating Difference</b>	<b>Changing Me</b>	<b>Dreams and Goals</b>	<b>Healthy Me</b>	<b>Relationships</b>
<b>MFL</b>	<u>Yo Aprendo Espanol</u> (I'm Learning Spanish) Grammar	<u>Los Animales (The Animals)</u> Grammar	<u>La Fruita (The Fruits)</u> Grammar Inter-cultural understanding			<u>Los Helados (The Ice Creams)</u> Grammar Inter-cultural understanding

	<p>Inter-cultural understanding Listening Reading Speaking and Writing</p>	<p>Inter-cultural understanding Listening Reading Speaking and Writing</p>	<p>Listening Reading Speaking and Writing</p>			<p>Listening Reading Speaking and Writing</p>
<p><b>Computing</b></p>	<p>Computer Science - Branching Databases Digital Literacy – Online Relationships/Self image and identity</p>	<p>Computer Science - Sequencing Sounds Digital Literacy – Online Relationships/Self image and identity</p>		<p>Computer Science – Desktop Publishing</p>	<p>Animation</p>	<p>Computing Information Technology- Computing systems and networks: Connecting computers Digital Literacy – Copyright and ownership</p>

Needs headings from the progression document – i.e. Science – Magnets / Art – Sculpture

## Year 4

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic title	Get Connected	Globe Trotters	Raiders and Invaders	Wild and Wonderful	Gardeners' World	A Stitch in Time
Main subject	Science	Geography	History	Science	Science	Art/DT
Hook for Learning/visit	Exploring circuits workshop	Food tasting from around the world	Jorvik/Classroom Invasion/examining artefacts	Mini-beast Hunt	Photography challenge – woodland wonders	Sewing Workshop
Authentic outcome	Power a model town	Presentation to parents – holiday brochures	Viking Day/whole school museum	Visit to Yorkshire Wildlife Park	Plant Sale	Fashion Show
Key DRIVER(s)	Communication/resilience Worldly knowledge	Worldly Knowledge/ Communication	Worldly knowledge	Communication/ Worldly Knowledge	Worldly Knowledge	
Class reader/ key text	Danny Champion of the World Boy Tales from Childhood	The Boy at the Back of the Class	The Legend of Podkin One Ear Beowulf	The Last Bear	The Secret Garden	Stitch Head/Charlotte's Web/The Spider Weaver
Writing purpose	Autobiography (recount) Blog Explanation	Persuasive Brochure (persuade)	Narrative – legends (entertain)	Non-chronological report (inform)	Narrative (Adventure) Poetry – haikus (entertain)	Instructions (inform) Narrative – folk tales (entertain)
History			History – impact of Roman Britain Decline of Roman Empire Events from 410 AD - 1066			
Geography		Location Knowledge – Equator/tropics/N & S hemispheres	Location/Place knowledge –			Sustainability: Trade

		Place knowledge – South America	Denmark, Sweden, Norway			
Science	Physics - Electricity			Biology: (Animals including Humans. Living Things and their Habitats)	Biology: Plants	
Art	Drawing and painting		3D form – clay work/sculpture	Drawing/Painting/3D form modelling - Insects	Drawing/Painting	Textiles
Music	Mamma Mia			Lean on Me		Blackbird
PE and games	Swimming Real PE	Swimming Real PE	Swimming Real PE	Swimming Real PE	Swimming Real PE	Swimming Real PE
DT	Design/make/evaluate model towns	Cooking				Design/make/evaluate T shirt
RE	L2.3 Why is Jesus inspiring to some people? (Believing)	L2.5 Why are festivals important to religious communities? (Christians/Hindus and or Muslims/Jewish people) (Expressing)	L2.6 Why do some people think that life is like a journey and what significant experiences mark this? (Living)	L2.9 What can we learn from religion about deciding what is right and wrong? (Living)	L2.8 What does it mean to be a Hindu in Britain today? (Living)	Consolidation of learning and revisiting questions/discussions/Topics based on the children's interests and liens of enquiry.
JigsawPSHE	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
MFL	Spanish – Mi Presento Speaking/Listening/Reading/ Writing	Mi Familia Speaking/Listening/ Reading/ Writing	Mi Casa Speaking/Listening/ Reading/ Writing	At the Café Speaking/Listening/ Reading/ Writing	Mi Classe Speaking/Listening Reading/ Writing	Goldilocks and the Three Bears Speaking/Listening/ Reading/ Writing

<b>Computing</b>	The Internet – Digital Literacy/Information Technology		Programming Unit A Computer Science		Photo Editing Computer Science	
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## Year 5

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic title</b>	<b>Who's In Charge?</b>	<b>The Truth Is Out There</b>	<b>Know Your Place</b>	<b>Know Your Place</b>	<b>Survival Of The Fittest</b>	<b>Kids' Cafe</b>
<b>Main subject</b>	<b>History</b>	<b>Science</b>	<b>History/Geography</b>	<b>Geography</b>	<b>Science</b>	<b>DT</b>
<b>Hook for Learning/visit</b>	Question Wall	Observatory Trip	Local area visit	Guess Where game	Heart Dissection	Food tasting/cooking
<b>Authentic outcome</b>	Double Page Spread Detective Day	Cinema afternoon – watch space themed computing videos	Group presentation sharing research surrounding our local history	Double page spread – comparing regions	Overnight Camp/ Bush-craft Bob workshop	Enterprise cafe
<b>Key DRIVER(s)</b>	Resilience	Communication	Communication	Worldly knowledge and ambition	Resilience	Worldly knowledge and ambition
<b>Class reader/ key text</b>	Reading – Holes Writing – Queen of the Falls	Reading - Counting on Katherine & Non-Fiction Writing - Beowulf	Reading - The Explorer Writing – Arthur & the Golden Rope	Reading - Mystery in Rocky Mountain National Park Writing – The Darkest Dark	Reading – Cogheart Writing – The Paperbag Prince	Reading - Range of non-fiction texts Writing – Radiant Child
<b>Writing purpose</b>	To entertain – To write a series of diary entries about significant events in Annie Edson Taylor's life.	To entertain – To write a further adventure for Beowulf.	To entertain – To write a myth: to create characters (heroes, villains & monsters) and settings	To inform – To write a formal biography about Chris Hadfield	To explain – To write a persuasive leaflet to give information about waste management	To inform – To write an information text about Jean Michel Basquiat suitable for an art gallery.
<b>History</b>	Chronological Understanding – Crime & Punishment Romans, Anglo-Saxons, Tudors,		Historical Enquiry - Local History			

	Georgians, Victorians					
Geography			Skills and fieldwork – Maps	Location & place knowledge – Compare The Lake District, The Alps, The Rocky Mountains Topographical features Earthquakes		
Science		Earth and space Forces - Gravity			Animals including humans – circulatory system	Properties and changes of materials Animals including humans - nutrition
Art	Textiles- Quilting, applique	Painting & Colouring- Peter Thorpe	Printing- William Morris		Drawing – Da Vinci	
Music	Listen, Perform & Compose – Livin’ On A Prayer	Listen & Perform Classroom Jazz 1	Listen, Perform & Compose – Make You Feel My Love	Listen, Perform & Compose – Fresh Prince of Bel Air	Listen, Perform & Compose – Dancing In The Street	Perform – Reflect, Rewind, Replay
PE and games	Personal – Ball skills Reaction & Response	Social – Balance on a line Counterbalance	Cognitive – Stance Footwork	Creative- Seated balance Floor work	Applying Physical- Jumping & Landing One leg balance	Health & Fitness- Sending & Receiving Ball Chasing
DT						Cooking – Food
RE	U2.2 What would Jesus do? (Can we live by the values of Jesus in the twenty- first century?) (Believing)	U2.1 Why do some people think God exists? (Christians and non-religious e.g. humanists) (Believing)	U2.4 If God is everywhere, why go to a place of worship? (Christians/Hindus and or Jewish people) (Expressing)	2.6* <i>Why is the Bible/Guru Granth Sahib/Qur’an so important to Christians/Sikhs/Muslims Today?</i> (Believing)	U2.6 What does it mean to be a Muslim in Britain today? (Living)	Consolidation of learning and revisiting questions/discussions/Topics based on the children’s interests and liens of enquiry.

<b>JigsawPSHE</b>	<b>Being Me in My World</b>	<b>Celebrating Difference</b>	<b>Dreams &amp; Goals</b>	<b>Healthy Me</b>	<b>Relationships</b>	<b>Changing Me</b>
<b>MFL</b>	<b>¿Tienes una mascota? (Do you have a pet?)</b>	<b>La Fecha (The Date)</b>	<b>¿Qué tiempo hace? (The Weather)</b>	<b>La Ropa (The Clothes)</b>	<b>Comer Sano (Healthy Lifestyles)</b>	<b>Los Hábitats (The Habitats)</b>
<b>Computing</b>	<b>Online Safety &amp; Information Technology – Computing systems and networks – Systems and searching</b>	<b>Computer Science- Creating media- Video production</b>	<b>Computer Science- Vector drawings</b>	<b>Computer Science- Programming- Selection in physical computing</b>	<b>Computer Science- Programming- Selection in quizzes</b>	<b>Computer Science – Data and Information – flat file databases</b>

## Year 6

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic title	Evolution	London	The World at War	Game On!		Life Lessons
Main subject	Science	Geography	History	IT / DT		PSHE
Hook for Learning/visit	Mobile Zoo visit	London Residential		Visit to National Videogame Museum		End of year Production
Authentic outcome	Zoo of made up animals	Audio guide to London	Museum	Made game with advert etc		End of year production
Key DRIVER(s)	Worldly Views and ambition	Worldly Views and Ambition Resilience	Worldly Views and Ambition	Communication Resilience		Communication Resilience
Class reader/ key text	Darwin's Dragons	London Eye Mystery	Letter from the Lighthouse	A Career in Computer Games Jumanji		
Writing purpose	Previous year's skills Information text – non chronological reports Character description of the Yark	Newspaper report Audio guide to London	Horror story (Hairy Hands)	Setting description (Jumanji) Fiction – portal (CiCG)		A range of pieces for moderation (Alma, the Piano, persuasive leaflet for Pleasley Vale)
History			World Wars 1 and 2 Areas of Understanding Chronological understanding Historical communication Historical enquiry Historical interpretation Historical knowledge			Ancient Islamic Civilisation Areas of study Chronological understanding Historical communication
Geography		Rivers Location and Place knowledge Human and Physical				
Science	Evolution and Inheritance	Forces and Magnets (Mechanisms) States of Matter (water cycle)		Electricity Light		

	<b>Living Things and Habitats</b>				
<b>Art</b>	<b>Drawing Collage</b>		<b>Drawing (perspective)</b>		<b>Painting and Colouring</b>
<b>Music</b>	<b>Happy</b> Compose, understand and notate Listen Perform, explore and create Review and evaluate		<b>Classroom Jazz</b> Compose, understand and notate Listen Perform, explore and create Review and evaluate	<b>You've Got a Friend</b> Compose, understand and notate Listen Perform, explore and create	
<b>PE and games</b>	<b>Leadership</b> Tactics of attacking and defending	<b>Invasion games –</b> defending dribbling	<b>Gymnastics</b> cricket	<b>Net games – badminton</b> <b>Athletics – running, jumping and throwing</b> cricket	<b>Striking and fielding</b> - rounders
<b>DT</b>		<b>Bridges</b> Design (TBC) Make (TBC) Evaluate (TBC)		<b>Board game</b> Technical Knowledge (TBC) Design (TBC) Make(TBC) Evaluate (TBC)	
<b>RE</b>	<b>What Matters Most to Christians and Humanists? (U2.7)</b>		<b>What difference does it make to believe in Ahimsa, Grace and Ummah? (U2.8)</b>	<b>Is it better to express your beliefs in arts and architecture or charity and generosity? (U2.5)</b>	
<b>JigsawPSHE</b>	<b>Being Me</b>	<b>Celebrating Differences</b>	<b>Dreams &amp; Goals</b>	<b>Healthy Me</b>	<b>Relationships Changing Me.</b>
<b>MFL</b>	Habitats	At School	La Segunda Guerra Mundial	El fin de semana	
<b>Computing</b>	<b>Communication</b>	<b>Spreadsheets</b>		<b>Variables in Games Programming - sensing</b>	