

Whaley Thorns Primary School- Curriculum Long Term Plan 2 Year Cycle



Autumn- Science focus	Spring- History focus	Summer- Geography focus- Conservation
Year 6 Responsibility		
Evolution Change	WW2 Courage	Climate Change Choice
Year 4 & 5 Cycle A- Conviction		
Anglo Saxons/South America Power	E-Safety Fairness	Biomes Punishment
Year 4 & 5 Cycle B- Integrity		
Space Belief	Ancient Greece Faith	Protecting the Rainforests Consequence
Year 3 & 4 A-Leadership		
Settlers Protection	Tudors & Treason Honesty	The Romans Legacy
Year 3 & 4 Cycle B- Understanding and Respecting others		
Explorers Conflict	Victorians Poverty	Renewable Energy Sustainability
Year 2 Appreciating our diverse world		
Around the World Beauty	Great fire of London Well-being	Saving our oceans Care
Year 1 Myself and Others		
Being Special Special	Castles & Kings Community	Recycling Transformation/Difference
EYFS Communication		
Togetherness	Curiosity	Kindness

Cycle A 2024-2025

Class	Content	Autumn- Science focus		Spring- History focus		Summer- Geography focus- Conservation	
6 A	Theme	Responsibility					
	Concept	Change		Courage		Choice	
	Key Texts	Darwins Dragon		When the sky falls		Foodland	
	Topic	Evolution		World War 2		Climate Change	
	Enrichment					London Residential	
	Writing Outcomes	Diary Entry Documentary Report Poetry Balanced Argument Monologue		Historical non-chronological report Letter Poetry Explanation Text Setting Description		Speech Writing Character Description Persuasive Writing Recount Poetry	
	Maths Units	Place Value within 10,000,000 Fractions Four Operations Measure- Imperial and Metric Units		Ratio and Proportion Algebra Decimals Percentages Measure- Perimeter, Area and Volume		Statistics Geometry- properties of shapes Geometry- position and direction Problem Solving	
	Humanities	When and why did we create the British Empire?	How do maps help us find our way around?	What was the impact of WW2 on Britain?	What do we know about North America and what are its main geographical features?	What has been the impact of immigration on Britain over the past 100 years?	Why is Climate change such an important topic?
	Science	How and why have humans and animals evolved over time? (Evolution and Inheritance)	What is the function of the human circulatory system? (Animals Including Humans)	Can you identify and solve problems of an electric circuit? (Electricity)	How does light travel? (Light)	What is climate change? (Looking After Our Environment)	How can we classify and describe living organisms from different kingdoms? (Living Things and Their Habitats)
	RE	U2.6 What does it mean to be a Muslim in Britain today? (Muslim)	U2.8 What difference does it make to believe in ahimsa, grace, and/or Ummah? (Christians,	U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity? (Christians, Muslims and non-religious)		U2.3 What do religions say to us when life gets hard? (Christians, Hindus and non-religious)	

		Hindus and/or Muslims)				
Music	Music and Technology	Developing ensemble skills	Creative Composition	Musical styles connect us	Improvising with confidence	Farewell tour
MFL		Time		Directions		Seasons/Weather
DT		Textiles (Christmas Waistcoat) (RE Link – Christianity)		Electrical Systems (Steady Hand Game) (Easter Enterprise)	Cooking and Nutrition (Come Dine With me) (PSHE/Science Link – Looking after our bodies)	
Art	Painting (Artist Study) (History Link – Black History Month) Arist Link - Chris Ofili		Drawing (Make my Voice Heard) (PSHE Link – Being Me) Artist Link - Leonardo da Vinci			Sculpture (Making Memories) (PSHE Link – Transition into Secondary) Artist Link - Joseph Cornell
PSHE	Relationships (RSE Link) Exploring Emotions	Bullying Matters (Anti-bullying week link)	Difference and Diversity Being Responsible	Being Me Money Matters	Growing Up (RSE link) Being Safe	Drug Education Changes
PE	Tennis Tag Rugby	Yoga Health & Fitness	Uni-hockey Gymnastics	Basketball Foot-Golf	Athletics Cricket	Movement to Music OAA
Computing	Communication & collaboration Life online	Introduction to spreadsheets Sharing online	Web page creation Creating a positive online reputation	Capturing evidence	Variables in games	Password protection Think before you click

4/5 A						
Theme	Conviction					
Concept	Power		Fairness		Punishment	
Key Texts	Anglo Saxon Boy		Hacker		Holes	
Topic	Anglo Saxons/ South America		E-Safety		Biomes	
Enrichment	Year 5 Bendrigg				Year 4 Boggle Hole	
Writing Outcomes	Character description Battle recount Persuasive speech South American brochure		Social story E-safety blog Dialogue Narrative		Setting description Non-chronological report Advertisement Balanced argument	
Maths Units	Y5 Place value within 100,000 Place value within 1,000,000 Addition and subtraction Multiplication and division Fractions Y4 Place value – 4-digit numbers Addition and subtraction Measure – area Multiplication and division		Y5 Multiplication and division Fractions Decimals and percentages Measure- perimeter and area Graphs and tables Y4 – Multiplication and division Length and perimeter Fractions Decimals		Y5 Geometry- properties of shapes Geometry- position and direction Decimals Negative numbers Measure-converting units Measure-volume Y4- Decimals Money Time Geometry- angles and 2D shapes Statistics Geometry- position and direction	
Humanities	Why did the Vikings and Anglo-Saxons struggle for power?	What are the main features of South America?	How has leisure and tourism changed over time?	What is 'Fairtrade' and why should it matter to us?	How has crime & punishment changed through the ages?	Biomes- Why is the Eden Project so special?
Science	What are the different functions of the digestive system? (Animals inc Humans (4))	What changes happen to a human from a baby to old age? (Animals inc Humans (5))	How are substances recovered from a solution? (Changes in Materials (5))	How can we group and compare materials? (States of Matter (4))	How are living things classified? (Living things and their Habitats (4))	What are the differences between life cycles for plants, mammals and amphibians? (Living things & their habitats (5))

	RE	U2.1 Why do some people believe God exists? (Christian and non-religious)	U2.6 What does it mean to be a Muslim in Britain today? (Muslim)	U2.7 What matters most to Christians and Humanists? (Christian and non-religious)	U2.2 What would Jesus do? Can we live by the values of Jesus in the twenty-first century? (Christians)	U2.4 If God is everywhere, why go to a place of worship? (Christians, Hindus and/or Jewish people)	
	Music	Musical Structures	Explore Feelings When You Play	Compose With Your Friends	Feelings Through Music	Expression and Improvisation	The Show Must Go On
	MFL	Days of the week and months of the year Numbers 1-31		Human Body		Leisure activities	
	DT	Electrical Systems (Doodlers)			Textiles (Dream Catchers) (Easter Enterprise) (Geography Link – South America)		Digital World (Monitoring Devices)
	Art		Sculpture (Architecture) (RE Link – Places of Worship) Artist Link - Mimar Sinan	Drawing (Power Prints) Artist Link - Elizabeth Catlett		Painting (Light and Dark) Artist Link - Van Gogh	
	PSHE	Relationships (RSE Link)	Bullying Matters (Anti-bullying week link)	Difference and Diversity	Being Me	Growing Up (RSE link)	Drug Education
	PE	Football Swimming – Year 4 & 5	Gymnastics Swimming Year 4 & 5	Movement to Music – Health & Fitness	Dodgeball Yoga	Athletics OAA	Cricket Netball
	Computing	The Internet	Data Logging	Vector Graphics	Online Communication	Repetition In Games	Online Health
	Theme	Leadership					

¾ A	Concept	Protection		Honesty		Legacy		
	Key Texts	The Wild Way home		Treason		Escape from Pompeii The Boy with Bronze Axe		
	Topic	Settlers		Tudors & Treason		The Romans		
	Enrichment					Boggle Hole		
	Writing Outcomes	Dialogue Report Poetry Bee leaflet		Battle recount Biography Narrative viewpoints Retell travel guide		Setting description News report Character description Climate change letters		
	Maths Units	Place value within 1000 Addition and subtraction Multiplication and division Place value- 4-digit numbers Measure- area		Multiplication and division Length and perimeter Fractions Mass Capacity Decimals		Fractions Money Time Angles and properties of shapes Statistics Decimals Geometry- angles and 2D shapes Geometry- position and direction		
	Humanities	How did Britain change between the beginning of the Stone Age and the end of the Iron Age?	How can we make our school environment more bee friendly?	Who were the Tudor Monarchs and what changes did they influence?	Where did the Tudors explore and what did they find?	How did Britain change between the end of the Iron-age and the end of the Roman occupation?	What creates mountains, volcanoes and earthquakes?	
	Science	How are fossils formed? (Rocks (3))	Why do we have skeletons and muscles? (Animals including Humans (3))	How are scientific enquiries carried out? (Scientific Enquiry (3))	How are shadows formed? (Light (3))	What are the function of each part of a flowering plant? (Plants (3))	How do different surfaces affect how things move? (Forces and Magnets (3))	
	RE	L2.7 What does it mean to be a Christian in Britain today? (Christian)	L2.8 What does it mean to be a Hindu in Britain today? (Hindu)	L2.2 Why is the Bible so important for Christians today? (Christians)	L2.5 Why are festivals important to religious communities? (Christians, Hindus and/or Muslims and/or Jewish people)	L2.1 What do different people believe about God? (Christians,	L2.4 Why do people pray? (Christians, Hindus and/or Muslims)	

					Hindus and/or Muslims)	
Music	Writing Down Music	Playing in a Band	Composing Using Your Imagination	More Musical Styles	Enjoy Improvisation	Opening Night
MFL	Numbers 1-20 Greetings		Describing yourself		Food and drink Ordering at a café	
DT		Digital World (Electric Charms)		Textiles (Cushions) (Easter Enterprise) (History Link – Tudors)		Electrical Systems (Torches)
Art	Painting (Prehistoric Paintings) (History Link – Stone Age)		Sculpture (Abstract Shape and Space) Artist Link - David Smith		Drawing (Growing Artists) (Science Link – Plants) Artist Link - Margaret Mee	
PSHE	Relationships (RSE Link)	Bullying Matters (Anti-bullying week link)	Difference and Diversity	Being Me	Growing Up (RSE link)	Drug Education
PE	Football Swimming – Year 4	Gymnastics Swimming – Year 4	Movement to Music – Health & Fitness	Dodgeball Yoga	Athletics OAA	Cricket Rounders
Computing	The Internet	Branching Databases	Photo Editing	Fact, opinion or belief. What is bot?	Sequencing Sound	What is my Tech Time?

Unit 2: Appreciating our diverse world

2	Theme	Appreciating our diverse world				
	Concept	Beauty		Well-being		Care
	Key texts	Stories From around the world This is our world Bringing the Rain to Kapiti Plain We're going on a lion hunt Handa <i>et al</i>		The Baker's Boy and the Great Fire of London Paddington		Dear Greenpeace Nellie Choc Ice- penguin explorer

	Topic	Around the world		The Great Fire of London		Saving our Oceans	
	Enrichment					Staycation- Stubbin Wood	
	Writing Outcomes	Innovation Review Retell parody Brochure		Setting description Diary recount Character description postcards		Letters Explanation Adventure stories Poetry	
	Maths Units	Number to 100 Addition and subtraction (1) Addition and subtraction (2) shapes		Money Multiplication and division (1) Multiplication and division (2) Height and length Mass, capacity and temperature		Fractions Time Problem solving Position and direction Statistics	
	Humanities	What makes the UK special?	How would my life be different if I lived in Kenya?	What lessons did we learn from the Great Fire of London?	How have the Victorians influenced our lives today?	Who are the famous people who have influenced our world?	Why do some people love to be by the sea?
	Science	What do animals eat to survive? (Living Things and Their Habitats)	What makes a good habitat? (Habitats From Around the World)	What do animals and humans need to survive? (Animals Including Humans-Growth)	Can you choose suitable materials for different purposes? (Uses of Everyday Materials)	What do plants need to grow? (Plants)	What are the stages of the life cycle? (Animals Including Humans Life cycles)
	RE	1.3 Who is Jewish and what do they believe? (Jewish)	1.6 How and why do we celebrate special and sacred times? (Christians, Muslims and/or Jewish people)	1.2 Who is a Muslim and what do they believe? (Muslims)	1.1 Who is a Christian and what do they believe? (Christians)	1.4 What can we learn from sacred books? (Christians, Muslims and/or Jewish people)	1.8 What does it mean to belong to a faith community? (Christians, Muslims and/or Jewish people)
	Music	Pulse, Rhythm and Pitch	Playing in an orchestra	Inventing a musical story	Recognising different sounds	Exploring improvisation	Our big concert

	DT	Mechanisms (Making a Moving Lochness Monster) (Geography Link – UK)			Textiles (Pouches) (Easter Enterprise)		Cooking and Nutrition (A Balanced Diet) (PSHE/Science Link – Looking after our bodies)
	Art	Drawing (Tell a Story – Illustration Study) (English Link – Key Text) Artist Link - Beatriz Vidal	Painting (Life in Colour) Artist Study – Henry Matisse		Sculpture (Clay Houses) (History Link – Great Fire of London) Artist Study - Augusta Savage	Craft and Design (Map it Out) Artist Study - Kim Soon-Im	Painting (Life in Colour) Artist Study – Henry Matisse
	PSHE	Relationships (RSE Link) Exploring Emotions	Bullying Matters (Anti-bullying week link)	Difference and Diversity Being Responsible	Being Me Money Matters	Growing Up (RSE link) Being Safe	Drug Education Changes
	PE	Multi-Skills: Running & Jumping Throwing & catching.	Movement to Music - Gymnastics	Health & Fitness - Yoga	Team Games - Attacking & Defending	Athletics – Sports Day	Invasion Games – Bats & Balls
	Computing	IT around us What happens when I post online?	Pictograms How do I keep my things safe online?	Digital photography	Who should I ask? It's my choice	Robot algorithms	Is it true?

Myself and Others

1	Theme	Myself and Others					
	Concept	Special		Community		Transformation	
	Key Texts	Can I build another me? You Choose Binny's Diwali		Knighthood for Beginners- by Elys Dolan George and the dragon		The last wolf Clean up Emily Gravatt – Tidy Hello, Mr World	
	Topic	Being Special		Castles and Kings		Recycling	

Writing Outcomes	Poetry Fact file Narrative Invitation	Retell Instructions Parody Observational diary			Innovation Setting description Descriptive writing Character description	
Maths Units	Numbers to 10 Part-whole with 10 Addition with 10 Subtraction within 10 2D and 3D shapes	Numbers to 20 Addition and subtraction within 20 Numbers to 50 Introducing length and height Introducing mass and capacity			Multiplication and division Fractions Position and direction Numbers to 100 Money Time	
Humanities	Who are significant people from the past?	Why are some places in the world hot and some places cold?	Why do we have castles & kings?	What do I know about the UK and Bolsover?	What was life like for my grandparents?	Why do we need to recycle?
Science	What are our five senses of our bodies? (Animals inc humans all about me)	How are different animals compared? (Animals inc humans all about animals)	How many different materials can you name? (Everyday Materials-building)	How can different materials be compared? (Exploring Everyday Materials)	Why do we have four seasons? (Animals Including Humans: Life Cycles)	What are the different parts of plants and trees? (Plants)
RE	1.1 Who is a Christian and what do they believe? (Christians)	1.6 How and why do we celebrate special and sacred times? (Christians, Muslims and/or Jewish people)	1.2 Who is a Muslim and what do they believe? (Muslims)	1.7 How should we care for others and the world, and why does it matter? (Christians, Muslims and/or Jewish people)	1.5 What makes some places sacred? (Christians, Muslims and/or Jewish people)	
Music	My musical heartbeat	Dance sing and play	Exploring sounds	Learning to listen	Having fun with improvisation	Let's perform together
DT	Textiles (Puppets) (Computing Link – Design character using paint)			Mechanisms (Making a Moving Book) (Easter Enterprise)		Cooking and Nutrition (Smoothies) (PSHE/Science Link – Looking after our bodies)

EYFS Curriculum 2024-2025 – Cycle A

Whaley Thorns Primary School and Nursery

Art	Drawing (Make Your Mark) (Geography Link – Hot and Cold) Artist Link – Mondrian		Sculpture (Paper Play) (History Link – Castles) Artist Link – Jeff Koons	Painting (Colour Splash) Artist Link – Clarice Cliff		Craft and Design (Woven Wonders) (Geography Link – Recycling) Artist Link – Eclia Vicuna	
	PSHE	Relationships (RSE Link) Exploring Emotions	Bullying Matters (Anti-bullying week link)	Difference and Diversity Being Responsible	Being Me Money Matters	Growing Up (RSE link) Being Safe	Drug Education Changes
	PE	Multi-Skills: Running & Jumping Throwing & catching.	Movement to Music – Gymnastics	Health & Fitness – Yoga	Team Games – Attacking & Defending	Athletics – Sports Day	Invasion Games – Bats & Balls
	Computing	Technology all around us Grouping data	Using the internet safely Online emotions	Digital painting	Always be kind and considerate	Moving a robot	Posting and sharing online

	Autumn		Spring		Summer	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	'Amazing Me!'	'Magical Lands'	'Let's Go on a Journey'	'Once Upon a Time...'	'Houses and Homes'	'Changes and Growing'
Core Text	Marvellous Me by Lisa Bullard Incredible You by Rhys Brisenden FS1 Spine Texts: Super Duper you! I Love Me, You Choose FS2 Spine Texts:	Room on the Broom by Julia Donaldson FS1 Spine Texts: Where the poppies Now Grow, Binny's Diwali, The Christmas Story, Stickman FS2 Spine Texts:	We're Going on a Bear Hunt by Michael Rosen FS1 Spine Texts: The Train Ride, Naughty Bus, We're Going on a Dragon Hunt FS2 Spine Texts:	Goldilocks and the Three Bears by Susanna Davidson FS1 Spine Texts: Where's My Teddy? Beware of the Bears, I Want my Hat Back FS2 Spine Texts: Little Red Hen, Hansel and Gretel, The Gingerbread Man	The Three Little Pigs by Mara Alperin FS1 Spine Texts: Homes Around the World, Let's Build a House, Home, Our House FS2 Spine Texts: The Three Little Wolves and the Big Bad Pig, Martha Maps	Jack and the Beanstalk by Anna Milbourne The Growing Story by Ruth Krauss FS1 Spine Texts: Titch, Jasper's Beanstalk, Sam Plants a Sunflower

	Making Friends, Who Are You, Keeping Clean, A Different Sort of Normal	Where the Poppies Now Grow, Binny's Diwali, Christmasaurus, The Snowman	Handa's surprise, Emma Jane's Aeroplane, Hundred Decker Bus		it Out, There's No Place Like Home, The Pirate House	FS2 Spine Texts: Oliver's Vegetables, Ten Seeds, From Seed to Sunflower, It Starts with a Seed, Bloom.
Communication and Language	<p>FS1 Listen to others one-to-one and in small groups. Is able to follow directions (if not intently focused)</p> <p>FS2 Shows variability in listening behaviour. May indicate two-channelled attention.</p>	<p>FS1 Focusing attention – can still listen or do but can change their own focus of attention. Understands use of objects Able to use language in recalling past experiences. Talks more extensively about things that are of particular importance to them.</p> <p>FS2 Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. Uses language to imagine and recreate roles and experiences in play situations</p>	<p>FS1 Listens to familiar stories with increasing attention and recall. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Shows understanding of prepositions such as under, on top, behind by carrying out an action or selecting correct picture. Continues to make some errors in language (e.g., runned) and will absorb and use language they hear around them in their community and culture.</p> <p>FS2 Understands a range of complex sentence structures including negatives, plurals, and tense markers. Links statements and sticks to a main theme or intention.</p>	<p>FS1 Responds to instructions with more elements, Can retell a simple past event in correct order. Uses talk to explain what is happening and anticipate what might happen next. Uses talk in pretending that objects stand for something else in play, e.g. This box is my castle.</p> <p>FS2 Beginning to understand humour. Listens and responds to ideas expressed by others in conversation or discussion. Uses talk to organise, sequence, and clarify thinking, ideas, feelings and events. Introduces a storyline or narrative into their play</p>	<p>FS1 Beginning to understand why and how questions. Beginning to use more complex sentences to link thoughts. Questions why things happen and gives explanations. Beginning to use a range of tenses.</p> <p>FS2 Able to follow a story without pictures or props. Understands questions such as who; why; when; where and how</p>	<p>FS1 Uses intonation, rhythm, and phrasing to make the meaning clear to others. Builds up vocabulary that reflects the breadth of their experiences.</p> <p>FS2 Able to follow a story without pictures or props. Understands questions such as who; why; when; where and how</p> <p>ELG 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. 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. Participate in small group, class, and one-to-one</p>

						<p>discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes, and poems when appropriate.</p> <p>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.</p>
Literacy	<p>FS1</p> <p>Listens to and joins in with stories and poems. Looks at and enjoys print and digital books independently. Includes mark making and early writing in their play.</p> <p>FS2</p> <p>Enjoys an increasing range of print and digital books, both fiction and non-fiction</p> <p>Can recall and discuss stories or information that has been read to them, or they have read themselves.</p> <p>Gives meaning to the marks they make as they draw, write, paint and type using a keyboard or touchscreen technology</p>	<p>FS1</p> <p>Shows interest in illustrations and words in print and digital books and words in the environment.</p> <p>Handles books and touch screen technology carefully and the correct way up with growing competence.</p> <p>Sometimes gives meaning to their drawings and paintings.</p> <p>FS2</p> <p>Knows that information can be retrieved from books, computers, and mobile digital devices.</p> <p>Includes everyday literacy artefacts in play, such as labels, instructions, signs, envelopes.</p> <p>Enjoys creating texts to communicate meaning for an increasingly wide range of purposes</p>	<p>FS1</p> <p>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</p> <p>Begins to be aware of the way stories are structured, and to tell own stories.</p> <p>Talks about events and principal characters in stories and suggests how the story might end.</p> <p>Knows that print carries meaning and, in English, is read from left to right and top to bottom.</p> <p>Makes up stories, play scenarios, and drawings in response to experiences, such as outings.</p> <p>Ascribes meanings to signs, symbols, and words that they see in different places, including those they make themselves.</p> <p>FS2</p>	<p>FS1</p> <p>Recognises familiar words and signs such as own name, advertising logos and screen icons.</p> <p>Knows information can be relayed through signs and symbols in various forms. Attempts to write their own name.</p> <p>Shows interest in letters on a keyboard, identifying the initial letter of their own name and other familiar words</p> <p>FS2</p> <p>Begins to recognise some written names of peers, siblings or "Mummy"/ "Daddy" for example</p>	<p>FS1</p> <p>Begins to navigate apps and websites on digital media using drop down menu to select websites and icons to select apps.</p> <p>Begins to develop phonological and phonemic awareness - Shows awareness of rhyme and alliteration - Recognises rhythm in spoken words, songs, poems, and rhymes - Claps or taps the syllables in words during sound play -</p> <p>FS2</p> <p>Uses their developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences</p>	<p>FS1</p> <p>Hears and says the initial sound in words.</p> <p>Imitates adults' writing by making continuous lines of shapes and symbols (early writing) from left to right.</p> <p>Begins to make letter-type shapes to represent the initial sound of their name and other familiar words.</p> <p>FS2</p> <p>Uses their developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences.</p> <p>ELG</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent</p>

			<p>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of reading.</p> <p>Describes main story settings, events and principal characters in increasing detail.</p> <p>Re-enacts and reinvents stories they have heard in their play.</p>			<p>with their phonic knowledge, including some common exception words.</p> <p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p>
Phonics	<p>FS2</p> <p>Begins to develop phonological and phonemic awareness.</p> <p>Begins to read some high frequency words, and to use developing knowledge of letters and sounds to read simple phonically decodable words and simple sentences.</p> <p>Engages with books and other reading materials at an increasingly deeper level.</p> <p>Begins to break the flow of speech into words, to hear and say the initial sound in words and may start to segment the sounds in words and blend them together.</p> <p>Starts to develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet, identifying letters and writing recognisable letters in sequence, such as in their own name.</p>					
Maths	<p>FS1</p> <p>Enjoy counting verbally. Points to each item when counting to 5</p> <p>Uses number names and number language in play.</p> <p>Joins in with simple patterns in games, sounds and movements.</p> <p>FS2</p> <p>To count up to 10 objects with 1:1 correspondence</p> <p>To match quantities to numeral</p> <p>To identify 2D shapes and talk about their properties.</p>	<p>FS1</p> <p>Counts up to 5 items, recognising to stop at the last (cardinal principle)</p> <p>Predicts, move and rotates objects to fit the shape.</p> <p>Chooses items based on their shape for the child's purpose.</p> <p>Attempts to create arches when building.</p> <p>FS2</p> <p>To find the total of 2 groups of objects</p> <p>To be able to count to 10 independently.</p> <p>To order numbers to 10</p>	<p>FS1</p> <p>Compares groups of up to 5 objects</p> <p>Subitising objects to 3</p> <p>Responds to and uses positional and directional language.</p> <p>Responds to common shape names.</p> <p>Creates their own spatial patterns.</p> <p>Recalls a sequence of events.</p> <p>FS2</p> <p>Numbers to 10, Comparing numbers to 10, adding to 10, measures – length, width & height, Number bonds to 10, subtraction, exploring patterns.</p>	<p>FS1</p> <p>Begins to learn that numbers are made up of smaller numbers.</p> <p>Use understanding of number to solves practical problems.</p> <p>Enjoys partitioning and combining shapes to create new ones.</p> <p>Finds longer/shorter, heavier/lighter.</p> <p>FS2</p> <p>Numbers to 10, Comparing numbers to 10, adding to 10, measures – length, width & height, Number bonds to 10, subtraction, exploring patterns.</p>	<p>FS1</p> <p>Recognises numbers 0-10</p> <p>Links numerals with amounts to 5</p> <p>Explores using a range of marks that they give mathematic meaning to</p> <p>Begins to recognise that each counting number is one more than the one before.</p> <p>Shows awareness of shape similarities and difference between objects</p> <p>FS2</p> <p>Counting on and back, numbers to 20, number patterns, shape – composing and decomposing shapes, measures – volume & capacity, sorting, time.</p>	<p>FS1</p> <p>Recognises numbers 0-10</p> <p>Links numerals with amounts to 5</p> <p>Explores using a range of marks that they give mathematic meaning to</p> <p>Separate a group of objects in different ways, recognising that the total is the same.</p> <p>Explores or adds to an ABAB pattern.</p> <p>FS2</p> <p>Counting on and back, numbers to 20, number patterns, shape – composing and decomposing shapes, measures – volume & capacity, sorting, time.</p>

<p>Understanding the World</p> <p>FS2 Only</p>	<p><u>Developing Experts</u> Seasonal Changes- Autumn</p> <p>Our Body</p> <p><u>RE</u> Which stories are special and why?</p> <p><u>Geography</u> Who are the people that help us in our community?</p> <p><u>History</u> How has our local area changed?</p> <p><u>Computing</u> Bee-Bots adventures</p>	<p><u>Developing Experts</u> Seasonal Changes- Autumn</p> <p>The Senses</p> <p><u>RE</u> What times are special and why? Which people are special and why? 'The Christmas Story'.</p> <p><u>Geography</u> Does everyone live in a house like mine?</p> <p><u>History</u> Has anyone ever had a pet dinosaur?</p>	<p><u>Developing Experts</u> Seasonal Changes- Spring</p> <p>Space</p> <p><u>RE</u> Which places are special and why? What would we find in a church?</p> <p><u>Geography</u> What is a map?</p> <p><u>History</u> How has transport changed over the years ?</p>	<p><u>Developing Experts</u> Seasonal Changes- Spring</p> <p>Food</p> <p><u>RE</u> Which places are special and why? 'The Easter Story'</p> <p><u>Geography</u> Why do we need to put litter in the bin?</p> <p><u>History</u> Who are famous people and characters from the past></p>	<p><u>Developing Experts</u> Seasonal changes- Summer</p> <p>Materials</p> <p><u>RE</u> Where do we belong?</p> <p><u>Geography</u> Does everyone go to the same place on holiday?</p> <p><u>History</u> What were toys like long ago?</p> <p>What did our Grandparents do in the Summer holidays?</p>	<p><u>Developing Experts</u> Seasonal changes- Summer</p> <p>Plants</p> <p>Life Cycles</p> <p>Animals (including humans)</p> <p><u>RE</u> What is special about our world?</p> <p><u>Geography</u> Who are famous people and characters from the past?</p> <p><u>History</u> What can I do now that I couldn't do when I was a baby?</p>
<p>Personal, Social and Emotional Development</p>	<p>FS1 'Relationships'</p> <p><u>Making Relationships</u> Social relationships and interactions – using adult models of behaviour. Telling you about their family. Knowing how to make new friends. Using kind and gentle hands, understanding that it is good to be kind to people.</p> <p><u>Sense of Self</u> Expressing our needs and feelings Asking for help Hygiene and personal needs – dressing, toileting</p> <p><u>Understanding Emotions</u> Expressing our own feelings</p> <p>FS2 Safe Relationships</p>	<p>FS1 'Living in the Wider World'</p> <p><u>Making Relationships</u> Thinking about the needs of others e.g., giving up toys for others Playing in a group, extending, and elaborating play ideas. e.g., building up a role play activity.</p> <p><u>Sense of Self</u> Developing ideas Belonging Knowing how it feels to belong and that we are all similar and yet different.</p> <p><u>Understanding Emotions</u> Thinking about other people's feelings Showing care and concern for the environment</p> <p>FS2 Belonging to a Community</p>	<p>FS1 'Health and Wellbeing'</p> <p><u>Making Relationships</u> Practising negotiating and compromise. Resolving conflict. Using words to stand up for themselves. Showing confidence in asking adults for help.</p> <p><u>Sense of Self</u> New situations Naming parts of the body and show respect for me. Knowing that they grow and change, starting as babies and growing into children then adults. Manage basic hygiene and personal needs. Including dressing, toileting, and healthy food choices.</p> <p><u>Understanding Emotions</u> Thinking about how our behaviour affects others. Our behaviour in different and new situations</p> <p>FS2</p>			

	Bullying Matters		Media Literacy and Digital Resilience		Physical Health and Mental Wellbeing Growing and Changing	
Physical Development	FS1 Outdoor Learning	FS1 Outdoor Learning	FS1 Outdoor Learning	FS1 Outdoor Learning	FS1 Outdoor Learning	FS1 Outdoor Learning
	Fastening coats – zips/ buttons/poppers	Exploring effect of physical activity on their bodies	Fine motor activities – threading, cutting, using tools, holding a pencil, dough disco.	Fine motor activities – threading, cutting, using tools, holding a pencil, dough disco.	Fine motor activities – threading, cutting, using tools, holding a pencil, dough disco.	Fine motor activities – threading, cutting, using tools, holding a pencil, dough disco.
	Getting dressed	Using one handed equipment and tools safely – scissors, hammers, pencils	Hold jugs and containers confidently and pour from one container to another.	Taking turns to share equipment through communication.	Use balancing apparatus.	Taking practical action to reduce risk.
	Recognising body parts	Using tools with a dominant hand	Balancing and shifting weight to improve stability.	Negotiating space successfully	Run skilfully and negotiate space	Running / moving with spatial awareness
	Personal hygiene and handwashing	Filling and emptying containers	Negotiating space successfully	Using bikes / scooters to a controlled stop,	Ball skills – throwing and catching.	Ball skills – throwing and catching.
	Toileting	Climbing – alternate feet and safely	Using bikes / scooters / climbing frame in different ways	Use climbing frame in different ways	Adjusting speed to avoid obstacles (bikes and scooters)	Avoiding obstacles when running/hopping/ skipping
	Climbing – alternate feet and safely	Moving equipment safely with peers	Manipulating one handed tools and equipment effectively and safely	FS2 Outdoor Play Fine Motor Control	Plan movements e.g around an obstacle course.	Taking part in group games with support from an adult
	Moving equipment safely with peers	FS2 Outdoor Play Fine Motor Control	FS2 Outdoor Play Fine Motor Control	FS2 Outdoor Play Fine Motor Control	FS2 Outdoor Play Fine Motor Control	FS2 Outdoor Play Fine Motor Control
	Manipulating tools and equipment in one hand paintbrushes and scissors	Movement to music- moving freely.	Teamwork and games- communication	Teamwork and games- communication	Body balance / using equipment e.g., bean bags.	Teamwork and games – following rules.
	FS2 Outdoor Play Fine Motor Control	Rolling & Crawling	Balance / Control. (Yoga/Gymnastics)	Running & Jumping	Throwing & catching	Ball skills- control and coordination
	Playtime Games – taking turns & Sharing	Developing large movements, following instructions & taking turns.	Changes in movements direction/ stopping	Developing large movements, following instructions & taking turns.	Developing large movements, following instructions & taking turns.	Developing large movements, following instructions & taking turns.
	Wiggle and jiggle - moving freely.		Developing large movements, following instructions & taking turns.			
	Developing large movements, following instructions & taking turns.					

Expressive Art and Design	Painting (Paint My World) Skills: Transient Art, Landscape Collage, Group Art Artist Link – Wassily Kandinsky DT – Textiles (Bookmarks) (English Link – Key Text)	Painting (Paint My World) Skills: Transient Art, Landscape Collage, Group Art Artist Link – Wassily Kandinsky DT – Sculpture (Diya Lamp) (RE Link – Diwali)	Drawing (Marvellous Marks – Portraits) (PSHE Link – Being Me) Artist Link – Pablo Picasso	Drawing (Marvellous Marks – Portraits) (PSHE Link – Being Me) Artist Link – Pablo Picasso DT – Hanging Egg Decoration) (Easter Enterprise) (RE Link – Easter Story)	Sculpture (Salt Dough Houses) (Topic Link – Houses and Homes) Artist Link - Ron Nagle DT – Structures (Houses) (Science Link – Materials)	Craft and Design (Petal Mandala Suncatchers) (Science Link – Plants) Artist Link - Stephen Meakin
Expressive Art and Design (Music)	Me – Charanga - F2 Each session = 1. Listen and Respond 2. Explore and Create - initially using voices only but building to using classroom instruments too 3. Singing - nursery rhymes and action songs - building to singing and playing 4. Share and Perform Nursery rhymes of the week Action Songs	My Stories – Charanga - F2 Each session = 1. Listen and Respond 2. Explore and Create - initially using voices only but building to using classroom instruments too 3. Singing - nursery rhymes and action songs - building to singing and playing 4. Share and Perform Nursery rhymes of the week Action Songs Christmas Production	Our World – Charanga - F2 Each session = 1. Listen and Respond 2. Explore and Create - initially using voices only but building to using classroom instruments too 3. Singing - nursery rhymes and action songs - building to singing and playing 4. Share and Perform Nursery rhymes of the week Action Songs	Everyone – Charanga - F2 Each session = 1. Listen and Respond 2. Explore and Create - initially using voices only but building to using classroom instruments too 3. Singing - nursery rhymes and action songs - building to singing and playing 4. Share and Perform Nursery rhymes of the week Action Songs Easter Extravaganza Concert	Big Bear Funk – Charanga Transition for KS1 - F2 Each session = 1. Listen and Appraise 2. Musical Activities - learn about the interrelated dimensions of music through singing, improvising, and playing classroom instruments 3. Perform and Share Nursery rhymes of the week Action Songs	Reflect, Rewind, Replay - Charanga Transition for KS1 - F2 A consolidation of the year’s work, prepare for a performance and look at the history of music. Nursery rhymes of the week Action Songs
Enrichment	Christmas Play Kindness Curriculum		Easter Extravaganza Kindness Curriculum		Summer Fayre Kindness Curriculum	

Cycle B 2023-2024

Class	Content	Autumn- Science focus		Spring- History focus		Summer- Geography focus- Conservation	
6B	Theme	Responsibility					
	Concept	Change		Courage		Choice	
	Key Texts	Darwins Dragon		When the sky falls		Foodland	
	Topic	Evolution		World War 2		Climate Change	
	Enrichment						
	Writing Outcomes	Diary Entry Documentary Report Poetry Balanced Argument Monologue		Historical non-chronological report Letter Poetry Explanation Text Setting Description		Speech Writing Character Description Persuasive Writing Recount Poetry	
	Maths Units	Place Value within 10,000,000 Fractions Four Operations Measure- Imperial and Metric Units		Ratio and Proportion Algebra Decimals Percentages Measure- Perimeter, Area and Volume		Statistics Geometry- properties of sha[pes Geometry- position and direction Problem Solving	
	Humanities	Why should gunpowder, treason and plot never be forgotten?	How do maps help us find our way around?	What was the impact of WW2 on Britain?	What do we know about North America and what are its main geographical features?	What has been the impact of immigration on Britain over the past 100 years?	Why is Climate change such an important topic?
	Science	How and why have humans and animals evolved over time? (Evolution and Inheritance)	What is the function of the human circulatory system? (Animals Including Humans)	Can you identify and solve problems of an electric circuit? (Electricity)	How does light travel? (Light)	What is climate change? (Looking After Our Environment)	How can we classify and describe living organisms from different kingdoms? (Living Things and Their Habitats)
	RE	U2.6 What does it mean to be a Muslim in Britain today? (Muslim)	U2.8 What difference does it make to believe in ahimsa, grace, and/or Ummah? (Christians, Hindus and/or Muslims)	U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity? (Christians, Muslims and non-religious)		U2.3 What do religions say to us when life gets hard? (Christians, Hindus and non-religious)	
	Music	Music and Technology	Developing ensemble skills	Creative Composition	Musical styles connect us	Improvising with confidence	Farewell tour
	MFL	Time		Directions		Seasons/Weather	

	DT		Textiles (Christmas Waistcoat) (RE Link – Christianity)		Electrical Systems (Steady Hand Game) (Easter Enterprise)	Cooking and Nutrition (Come Dine With me (PSHE/Science Link – Looking after our bodies)	
	Art	Painting (Artist Study) (History Link – Black History Month) Arist Link - Chris Ofili		Drawing (Make my Voice Heard) (PSHE Link – Being Me) Artist Link - Leonardo da Vinci			Sculpture (Making Memories) (PSHE Link – Transition into Secondary) Artist Link - Joseph Cornell
	PSHE	Relationships Exploring Emotions	Bullying Matters (Anti-bullying week link)	Difference and Diversity Being Responsible	Being Me Money Matters	Growing Up Being Safe (RSE link)	Drug Education Changes (RSE link)
	PE	Tennis Tag Rugby	Yoga Health & Fitness	Uni-hockey Gymnastics	Basketball Foot-Golf	Athletics Cricket	Movement to Music OAA
	Computing	Communication & collaboration Life online	Introduction to spreadsheets Sharing online	Web page creation Creating a positive online reputation	Capturing evidence	Variables in games	Password protection Think before you click

4/5 B	Theme	Integrity				
	Concept	Belief	Faith		Consequence	
	Key Texts	Cosmic	Who let the Gods out		The Explorers The Great Kapok Tree	
	Topic	Space	Ancient Greece		Protecting the Rainforests	
	Enrichment	Year 5 Bendrigg			Year 4 Boggle Hole	
	Writing Outcomes	Diary Non chronological report Persuasive letter Dialogue	Narrative Character description Brochure Historical recount		Comparative setting description Commentary vlog Adventure story Persuasive advertisement	
	Maths Units	Y5 Place value within 100,000 Place value within 1,000,000 Addition and subtraction Multiplication and division Fractions Y4 Place value – 4 digit numbers Addition and subtraction Measure – area Multiplication and division	Y5 Geometry- properties of shapes Geometry- position and direction Decimals Negative numbers Measure-converting units Measure-volume Y4- Decimals Money Time Geometry- angles and 2D shapes Statistics Geometry- position and direction		Y5 Geometry- properties of shapes Geometry- position and direction Decimals Negative numbers Measure-converting units Measure-volume Y4- Decimals Money Time Geometry- angles and 2D shapes Statistics Geometry- position and direction	

Humanities	How has Derbyshire changed over time?	Why do so many British people go on holiday to Europe?	What did the Ancient Greeks bring to the world?	How would my life be different if I lived in Greece?	Who were the Mayans and what have we learned from them?	What are the main features of a rainforest?	
Science	How have scientific ideas surrounding Earth's movement and placement developed over time? (Earth and Space (Y5))	Why do unsupported objects fall towards Earth? (Forces (Y5))	How do electric circuits work? (Electricity (Y4))	How are sounds made? (Sound (Y4))	How can we group and compare materials based on their properties? (Properties of Materials (Y5))	How are substances recovered from a solution? (Changes of Materials (Y5))	
RE	L2.7 What does it mean to be a Christian in Britain today? Part 2 (Christian) L2.8 What does it mean to be a Hindu in Britain today? Part 2 (Hindu)		L2.5 Why are festivals important to religious communities? (Christians, Hindus and/or Muslims and/or Jewish people) L2.3 Why is Jesus inspiring to some people? (Christians)		L2.9 What can we learn from religions about deciding what is right and wrong? (Christians, Hindus and/or Jewish people and/or non-religious people) L2.6 Why do some people think that life is a journey and what significant experiences mark this? (Christians, Hindus and/or Jewish people and/or non-religious people)		
Music	Melody and Harmony in Music	Sing and Play in Different Styles	Composing and Chords	Enjoying Musical Styles	Freedom to Improve	Battle of the Bands	
MFL	Numbers to 40 Describing yourself and family		Tourism and leisure activities		To understand a short story in French		
DT	Mechanisms (Sling Shot Rocket) (Science Link - Spaces)			Textiles (Fastenings) (Easter Enterprise)	Cooking and Nutrition (What Could Be Healthier) (PSHE/Science Link – Looking after our bodies)		
Art		Drawing (I need Space) (Science Link – Space) Artist Link - Teis Albers	Painting (Portraits) (History Link – Gods) Artist Link - Chila Kumari Singh Burman			Craft and Design (Fabric of Nature) (Geography Link – Rainforests) Artist Link - Andy Warhol	
PSHE	Exploring Emotions	Bullying Matters (Anti-bullying week link)	Being Responsible	Money Matters	Being Safe (RSE link)	Changes (RSE link)	
PE	Hockey Swimming – Year 4 & 5	Gymnastics	Movement to Music Health & Fitness	Netball Yoga	Athletics OAA	Rounders Tennis	

			Swimming Year 4 & 5				
	Computing	Systems & searching Y5 What happens when I search online?	Flat-file databases Y5 How do companies encourage us to buy online?	Photo editing Y4	Fact, opinion or belief? What is a bot?	Selection in quizzes Y5	What is my #TechTimetable like?
3 /4 B	Theme	Understanding and Respecting Others					
	Concept	Conflict		Poverty		Sustainability	
	Key Texts	Race to the Frozen North Pugs of the Frozen North		The Secret Diary of Jane Pinny, Victorian House Maid		The Last Bear Ariki and the Island of Wonders	
	Topic	Explorers		Victorians		Renewable energy	
	Enrichment					Boggle Hole	
	Writing Outcomes	Character description Poetry Non-chronological report Droplet narrative Setting description		Narrative story Diary entry Setting description Home advertisement		Retell Environmental pledge Innovation Letters	
	Maths Units	Place value within 1000 Addition and subtraction Multiplication and division Place value- 4-digit numbers Measure- area		Multiplication and division Length and perimeter Fractions Mass Capacity Decimals		Fractions Money Time Angles and properties of shapes Statistics Decimals Geometry- angles and 2D shapes Geometry- position and direction	
	Humanities	Why did the Anglo-Saxons settle in Britain?	How are rivers formed?	How have our homes changed over time?	Why is London the capital city of England?	What was life like in Ancient Egypt and what changes did they influence?	How do we energise our home and country?
	Science	How are sounds made? (Sound (4))	How can we group materials into solids, liquids and gases? (States of Matter (4))	How do electric circuits work? (Electricity (Y4))	What are the different functions of the digestive system? (Animals Including Humans (Y4))	How are living things classified? (Living Things and Their Habitats (Y4))	What are the impacts of changes in environments? (Living Things and Their Habitats- Conservation (Y4))
	RE	L2.7 What does it mean to be a Christian in Britain today? Part 2 (Christian) L2.8 What does it mean to be a Hindu in Britain today? Part 2(Hindu)		L2.5 Why are festivals important to religious communities? (Christians, Hindus and/or Muslims and/or Jewish people) L2.3 Why is Jesus inspiring to some people? (Christians)		L2.9 What can we learn from religions about deciding what is right and wrong? (Christians, Hindus and/or Jewish people and/or non-religious people) L2.6 Why do some people think that life is a journey and what significant experiences mark this? (Christians, Hindus and/or Jewish people and/or non-religious people)	

	Music	Let Your Spirit Fly	Glockenspiel Stage 1	Stop!	Lean on Me	Blackbird	Reflect, Rewind, Replay
	MFL	Introducing yourself Numbers 1-31		Classroom instructions		To understand a short story in French	
	DT	Structures (Viking Long Boats) (History Link – Vikings)			Mechanisms (Pneumatic Toys) (Easter Enterprise)		Cooking and Nutrition (Eating Seasonally) (PSHE Link – Looking after our bodies) (Science Link – Eco/ Use of school allotment)
	Art		Painting (Viking Shields) (History Link – Vikings)	Drawing (Growing Artists) Artist Link - Franz Marc		Craft and Design (Fabric of Nature) (Science Link – Living Things) Artist Link - William Morris	
	PSHE	Exploring Emotions	Bullying Matters (Anti-bullying week link)	Being Responsible	Money Matters	Being Safe (RSE link)	Changes (RSE ink)
	PE	Hockey Swimming – Year 4	Gymnastics Swimming – Year 4	Movement to Music Health & Fitness	Tag Rugby Yoga	Athletics OAA	Tennis Rounders
	Computing	Connecting computers Y3 Beliefs, opinions and facts on the internet.	Data logging Y4 When being online makes me upset.	Stop-frame animation Y3	Sharing information	Repetition in games Y4	Rules of social media platforms

Unit 2: Appreciating our diverse world

2	Theme	Appreciating our diverse world					
	Concept	Beauty		Well-being		Care	
	Key texts	Stories From around the world This is our world Bringing the Rain to Kapiti Plain We're going on a lion hunt Handa <i>et al</i>		The Baker's Boy and the Great Fire of London Paddington		Dear Greenpeace Nellie Choc Ice- penguin explorer	
	Topic	Around the world		The Great Fire of London		Seaside Saving our Oceans	
	Enrichment					Staycation- Stubbin Wood	
	Writing Outcomes	Innovation Review Retell parody		Setting description Diary recount Character description		Letters Explanation Adventure stories	

	Brochure		postcards		Poetry	
Maths Units	Number to 100 Addition and subtraction (1) Addition and subtraction (2) shapes		Money Multiplication and division (1) Multiplication and division (2) Height and length Mass, capacity and temperature		Fractions Time Problem solving Position and direction Statistics	
Humanities	What makes the UK special?	How would my life be different if I lived in Kenya?	What lessons did we learn from the Great Fire of London?	How have the Victorians influenced our lives today?	Who are the famous people who have influenced our world?	Why do some people love to be by the sea?
Science	What do animals eat to survive? (Living Things and Their Habitats)	What makes a good habitat? (Habitats From Around the World)	What do animals and humans need to survive? (Animals Including Humans- Growth)	Can you choose suitable materials for different purposes? (Uses of Everyday Materials)	What do plants need to grow? (Plants)	What are the stages of the life cycle? (Animals Including Humans Life cycles)
RE	1.3 Who is Jewish and what do they believe? (Jewish)	1.6 How and why do we celebrate special and sacred times? (Christians, Muslims and/or Jewish people)	1.2 Who is a Muslim and what do they believe? (Muslims)	1.1 Who is a Christian and what do they believe? (Christians)	1.4 What can we learn from sacred books? (Christians, Muslims and/or Jewish people)	1.8 What does it mean to belong to a faith community? (Christians, Muslims and/or Jewish people)
Music	Pulse, Rhythm and Pitch	Playing in an orchestra	Inventing a musical story	Recognising different sounds	Exploring improvisation	Our big concert
DT	Mechanisms (Making a Moving Lochness Monster) (Geography Link – UK)			Textiles (Pouches) (Easter Enterprise)		Cooking and Nutrition (A Balanced Diet) (PSHE/Science Link – Looking after our bodies)
Art	Drawing (Tell a Story – Illustration Study) (English Link – Key Text) Artist Link - Beatriz Vidal		Painting (Life in Colour) Artist Study – Henry Matisse	Sculpture (Clay Houses) (History Link – Great Fire of London) Artist Study - Augusta Savage	Craft and Design (Map it Out) Artist Study - Kim Soon-Im	Painting (Life in Colour) Artist Study – Henry Matisse
Design Technology	DT-Mechanisms Moving Monsters		Easter Enterprise- Structures- Houses		DT- Textiles- Pouches Cooking & Nutrition – A balanced diet	
PSHE	Relationships Exploring Emotions	Bullying Matters (Anti-bullying week link)	Difference and Diversity Being Responsible	Being Me Money Matters	Growing Up Being Safe (RSE link)	Drug Education Changes (RSE ink)
PE	Multi-Skills: Running & Jumping Throwing & catching.	Movement to Music - Gymnastics	Health & Fitness - Yoga	Team Games - A & D	Athletics – Sports Day	Invasion Games – Bats & Balls
Computing	IT around us	Pictograms	Digital photography	Who should I ask?	Robot algorithms	Is it true?

		What happens when I post online?	How do I keep my things safe online?		It's my choice		
1	Theme	Myself and Others					
	Concept	Being Special		Community		Transformation	
	Key Texts	Can I build another me? You Choose Binny's Diwali		Knighthood for Beginners- by Elys Dolan George and the dragon		The last wolf Clean up Emily Gravatt – Tidy Hello, Mr World	
	Topic	What makes things special?		Castles and Kings		Recycle Reduce Reuse Recycle	
	Writing Outcomes	Poetry Fact file Narrative Invitation		Retell Instructions Parody Observational diary		Innovation Setting description Descriptive writing Character description	
	Maths Units	Numbers to 10 Part-whole with 10 Addition with 10 Subtraction within 10 2D and 3D shapes		Numbers to 20 Addition and subtraction within 20 Numbers to 50 Introducing length and height Introducing mass and capacity		Multiplication and division Fractions Position and direction Numbers to 100 Money Time	
	Humanities	Who are significant people from the past?	Why are some places in the world hot and some places cold?	Why do we have castles & kings?	What do I know about the UK and Bolsover?	What was life like for my grandparents?	Why do we need to recycle?
	Science	What are our five senses of our bodies? (Animals inc humans all about me)	How are different animals compared? (Animals inc humans all about animals)	How many different materials can you name? (Everyday Materials- building)	How can different materials be compared? (Exploring Everyday Materials)	Why do we have four seasons? (Animals Including Humans: Life Cycles)	What are the different parts of plants and trees? (Plants)
	RE	1.1 Who is a Christian and what do they believe? (Christians)	1.6 How and why do we celebrate special and sacred times? (Christians, Muslims and/or Jewish people)	1.2 Who is a Muslim and what do they believe? (Muslims)	1.7 How should we care for others and the world, and why does it matter? (Christians, Muslims and/or Jewish people))	1.5 What makes some places sacred? (Christians, Muslims and/or Jewish people)	
	Music	My musical heartbeat	Dance sing and play	Exploring sounds	Learning to listen	Having fun with improvisation	Let's perform together
DT	Textiles (Puppets) (Computing Link – Design character using paint)			Mechanisms (Making a Moving Book) (Easter Enterprise)		Cooking and Nutrition (Smoothies) (PSHE/Science Link – Looking after our bodies)	

EYFS Curriculum 2023-2024 – Cycle B

Whaley Thorns Primary School and Nursery

	Art	Drawing (Make Your Mark) (Geography Link – Hot and Cold) Artist Link – Mondrian		Sculpture (Paper Play) (History Link – Castles) Artist Link – Jeff Koons	Painting (Colour Splash) Artist Link – Clarice Cliff	Craft and Design (Woven Wonders) (Geography Link – Recycling) Artist Link – Eclia Vicuna		
	PSHE	Relationship Exploring Emotions	Bullying Matters (Anti-bullying week link)	Difference and Diversity Being Responsible	Being Me Money Matters	Growing Up Being Safe (RSE link)	Drug Education Changes (RSE ink)	
	PE	Multi-Skills: Running & Jumping Throwing & catching.	Movement to Music – Gymnastics	Health & Fitness - Yoga	Team Games - A & D	Athletics – Sports Day	Invasion Games – Bats & Balls	
	Computing	Technology all around us Grouping data	Using the internet safely Online emotions	Digital painting	Always be kind and considerate	Moving a robot	Posting and sharing online	

	Autumn		Spring		Summer	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Communication					
Concept	Togetherness		Curiosity		Kindness	
Topic	'Superhero Me'	'Seasons & Celebrations'	'Oh, the places we will go!	'Minibeasts'	'We're all going on a Summer Holiday'	'Our Environment'
Core Text	From Head to toe – Eric Carle Super Kid – Claire Freedman FS1 – Spine Texts: Super-duper you! Brown bear, Brown bear what do you see? Polar bear, Polar bear what do you hear ? 5 senses FS2 –	Going on a leaf hunt Leaf Man FS1- Spine Texts: Owl babies, The squirrels who squabbled, Wide awake hedgehog, Dear Santa, The Nativity FS2-	The journey Home from grandpas The Train Ride FS1 – Spine Texts: Naughty Bus, don't let the pigeon driver the bus, zoom to the moon, Noah and the very big bat. FS2 –	Snail trail Mad about Minibeasts FS1 - Spine Texts: Bad tempered ladybird, Growing frogs, The very Busy Spider, Snug as a Bug? FS2 –	Sharing a Shell Tiddler FS1 - Spine Texts: Bucket, Tiny Crab is a Tidy Crab, Tip tap went the crab, A First Book of the Sea, Above and Below, Billy's bucket. FS2 –	The odd Fish Somebody swallowed Stanley FS1 - Spine Texts: Love our Earth, Tidy, Be green, The great paper Caper, Recycling trucks. FS2 – Spine Texts:

	Spine Texts: A SuperPower like mine, My Amazing body, Super Tato, Super Daisy, Real superheroes.	Spine Texts: After the storm, Pumpkin soup. Helpful hedgehog, The Jolly Pocket Christmas Postman, The Christmas Story	Spine Texts: Mr Gumpy’s Motor Car, Whatever Next, On the Way home, Noah’s ARK	Spine Texts: What the ladybird heard, Oscar & the frog, Aaaarrgghh, Spider! Bug Hotel.	Spine Texts: What the Ladybird Heard at the Seaside, Commotion in the ocean, Light house keepers’ lunch, sea and shore, Seaside Holidays – then and now.	Looking after our planet, Our World, Blue planet, I am the seed that grew the tree. Betsy Buglove saves the Bees.
Communication and Language	<p><u>FS1</u> Listen to others one-to-one and in small groups. Is able to follow directions (if not intently focused)</p> <p><u>FS2</u> Shows variability in listening behaviour. May indicate two-channelled attention.</p>	<p><u>FS1</u> Focusing attention – can still listen or do but can change their own focus of attention. Understands use of objects Able to use language in recalling past experiences. Talks more extensively about things that are of particular importance to them.</p> <p><u>FS2</u> Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. Uses language to imagine and recreate roles and experiences in play situations</p>	<p><u>FS1</u> Listens to familiar stories with increasing attention and recall. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Shows understanding of prepositions such as under, on top, behind by carrying out an action or selecting correct picture. Continues to make some errors in language (e.g., runned) and will absorb and use language they hear around them in their community and culture.</p> <p><u>FS2</u> Understands a range of complex sentence structures including negatives, plurals and tense markers. Links statements and sticks to a main theme or intention.</p>	<p><u>FS1</u> Responds to instructions with more elements, Can retell a simple past event in correct order. Uses talk to explain what is happening and anticipate what might happen next. Uses talk in pretending that objects stand for something else in play, e.g. This box is my castle.</p> <p><u>FS2</u> Beginning to understand humour. Listens and responds to ideas expressed by others in conversation or discussion. Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. Introduces a storyline or narrative into their play</p>	<p><u>FS1</u> Beginning to understand why and how questions. Beginning to use more complex sentences to link thoughts. Questions why things happen and gives explanations. Beginning to use a range of tenses.</p> <p><u>FS2</u> Able to follow a story without pictures or props. Understands questions such as who; why; when; where and how</p>	<p><u>FS1</u> Uses intonation, rhythm and phrasing to make the meaning clear to others. Builds up vocabulary that reflects the breadth of their experiences.</p> <p><u>FS2</u> Able to follow a story without pictures or props. Understands questions such as who; why; when; where and how</p>
Literacy	<p><u>FS1</u> Listens to and joins in with stories and poems. Looks at and enjoys print and digital books independently. Includes mark making and early writing in their play.</p> <p><u>FS2</u></p>	<p><u>FS1</u> Shows interest in illustrations and words in print and digital books and words in the environment. Handles books and touch screen technology carefully and the correct way up with growing competence.</p>	<p><u>FS1</u> Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Begins to be aware of the way stories are structured, and to tell own stories. Talks about events and principal characters in stories</p>	<p><u>FS1</u> Recognises familiar words and signs such as own name, advertising logos and screen icons. Knows information can be relayed through signs and symbols in various forms. Attempts to write their own name.</p>	<p><u>FS1</u> Begins to navigate apps and websites on digital media using drop down menu to select websites and icons to select apps. Begins to develop phonological and phonemic awareness - Shows awareness of rhyme and alliteration - Recognises rhythm in spoken words, songs, poems, and rhymes - Claps or taps the syllables in words during sound play - Hears and says the initial sound in words. Imitates adults’ writing by making continuous lines of shapes and symbols (early writing) from left to right.</p>	

	<p>Enjoys an increasing range of print and digital books, both fiction and non-fiction</p> <p>Can recall and discuss stories or information that has been read to them, or they have read themselves.</p> <p>Gives meaning to the marks they make as they draw, write, paint and type using a keyboard or touchscreen technology</p>	<p>Sometimes gives meaning to their drawings and paintings.</p> <p><u>FS2</u></p> <p>Knows that information can be retrieved from books, computers, and mobile digital devices.</p> <p>Includes everyday literacy artefacts in play, such as labels, instructions, signs, envelopes.</p> <p>Enjoys creating texts to communicate meaning for an increasingly wide range of purposes</p>	<p>and suggests how the story might end.</p> <p>Knows that print carries meaning and, in English, is read from left to right and top to bottom.</p> <p>Makes up stories, play scenarios, and drawings in response to experiences, such as outings.</p> <p>Ascribes meanings to signs, symbols, and words that they see in different places, including those they make themselves.</p> <p><u>FS2</u></p> <p>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of reading.</p> <p>Describes main story settings, events and principal characters in increasing detail.</p> <p>Re-enacts and reinvents stories they have heard in their play.</p>	<p>Shows interest in letters on a keyboard, identifying the initial letter of their own name and other familiar words</p> <p><u>FS2</u></p> <p>Begins to recognise some written names of peers, siblings or "Mummy"/"Daddy" for example</p>	<p>Begins to make letter-type shapes to represent the initial sound of their name and other familiar words.</p> <p><u>FS2</u></p> <p>Uses their developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences</p>	
Phonics	<p><u>FS2</u></p> <p>Begins to develop phonological and phonemic awareness.</p> <p>Begins to read some high frequency words, and to use developing knowledge of letters and sounds to read simple phonically decodable words and simple sentences.</p> <p>Engages with books and other reading materials at an increasingly deeper level.</p> <p>Begins to break the flow of speech into words, to hear and say the initial sound in words and may start to segment the sounds in words and blend them together.</p> <p>Starts to develop phonic knowledge by linking sounds to letters, naming, and sounding some of the letters of the alphabet, identifying letters and writing recognisable letters in sequence, such as in their own name.</p>					
Maths	<p><u>FS1</u></p> <p>Enjoy counting verbally.</p> <p>Points to each item when counting to 5</p> <p>Uses number names and number language in play.</p>	<p><u>FS1</u></p> <p>Counts up to 5 items, recognising to stop at the last (cardinal principle)</p> <p>Predicts, move and rotates objects to fit the shape.</p> <p>Chooses items based on their shape for the child's purpose.</p>	<p><u>FS1</u></p> <p>Compares groups of up to 5 objects</p> <p>Subitising objects to 3</p> <p>Responds to and uses positional and directional language.</p>	<p><u>FS1</u></p> <p>Begins to learn that numbers are made up of smaller numbers.</p> <p>Use understanding of number to solves practical problems.</p>	<p><u>FS1</u></p> <p>Recognises numbers 0-10</p> <p>Links numerals with amounts to 5</p> <p>Explores using a range of marks that they give mathematic meaning to</p>	<p><u>FS1</u></p> <p>Recognises numbers 0-10</p> <p>Links numerals with amounts to 5</p> <p>Explores using a range of marks that they give mathematic meaning to</p>

	<p>Joins in with simple patterns in games, sounds and movements.</p> <p><u>FS2</u> To count up to 10 objects with 1:1 correspondence To match quantities to numeral To identify 2D shapes and talk about their properties. Linked text- 10 Little superheroes</p>	<p>Attempts to create arches when building.</p> <p><u>FS2</u> To find the total of 2 groups of objects To be able to count to 10 independently. To order numbers to 10 Linked text- 10 little pumpkins</p>	<p>Responds to common shape names. Creates their own spatial patterns. Recalls a sequence of events.</p> <p><u>FS2</u> Numbers to 10, Comparing numbers to 10, adding to 10, measures – length, width & height, Number bonds to 10, subtraction, exploring patterns. Linked text-10 Little pirates</p>	<p>Enjoys partitioning and combining shapes to create new ones. Finds longer/shorter, heavier/lighter.</p> <p><u>FS2</u> Numbers to 10, Comparing numbers to 10, adding to 10, measures – length, width & height, Number bonds to 10, subtraction, exploring patterns. Linked text- 10 little bugs Christopher’s caterpillars</p>	<p>Begins to recognise that each counting number is one more than the one before. Shows awareness of shape similarities and difference between objects</p> <p><u>FS2</u> Counting on and back, numbers to 20, number patterns, shape – composing and decomposing shapes, measures – volume & capacity, sorting, time. Linked text-How many Legs Pattern Fish</p>	<p>Separate a group of objects in different ways, recognising that the total is the same Explores or adds to an ABAB pattern</p> <p><u>FS2</u> Counting on and back, numbers to 20, number patterns, shape – composing and decomposing shapes, measures – volume & capacity, sorting, time.</p>
<p>Understanding the World</p> <p>FS2 ONLY</p>	<p><u>Developing Experts</u> Seasonal Changes- Autumn Linked text- The little red Hen (harvest books) Room on a Broom. Poetry basket Autumn</p> <p><u>Our Body</u> Linked Text- My Five Senses</p> <p><u>RE</u> Which stories are special and why?</p> <p><u>Geography</u> Who are the people that help us in our community?</p> <p><u>History</u> How has our local area changed?</p>	<p><u>Developing Experts</u> Seasonal Changes- Autumn Linked text-TREE, Poetry basket Autumn</p> <p>The Senses – What senses can we use to describe Autumn?</p> <p><u>RE</u> What times are special and why? Which people are special and why? Rama and Sita story ‘The Christmas Story’.</p> <p><u>Geography</u> What do people celebrate?</p> <p>Who are famous people and characters from the past?</p> <p><u>History</u> What is my family like and how has it changed?</p> <p><u>Computing</u> Bee-Bots adventures</p>	<p><u>Developing Experts</u> Seasonal Changes- Spring Linked text-The little seed, That’s not a daffodil, poetry basket Spring.</p> <p>Space- I can name the eight planets.</p> <p><u>RE</u> Which places are special and why? What would we find in a church?</p> <p><u>Geography</u> What is a map?</p> <p><u>History</u> How has transport changed over the years ?</p>	<p><u>Developing Experts</u> Seasonal Changes- Spring Linked Text- Lifecyle’s – Frog, Butterfly, poetry basket Spring.</p> <p>Food- Where does it come from?</p> <p><u>RE</u> Which places are special and why? ‘The Easter Story’</p> <p><u>Geography</u> Does everyone live in a house like mine? <u>History</u> Has anyone ever owned a pet dinosaur?</p>	<p><u>Developing Experts</u> Seasonal changes- Summer Linked Text- Sun safety, Hello Summer, poetry basket Summer.</p> <p>Materials</p> <p><u>RE</u> Where do we belong?</p> <p><u>Geography</u> Does everyone go to the same place on holiday?</p> <p><u>History</u> What were toys like long ago?</p> <p>What did our Grandparents do in the Summer holidays?</p>	<p><u>Developing Experts</u> Seasonal changes- Summer Linked text: What to look for in Summer, poetry basket Summer.</p> <p>Plants- labelling parts</p> <p>Life Cycles- plants and animals (including humans)</p> <p><u>RE</u> What is special about our world?</p> <p><u>Geography</u> Why do we need to put litter in the bin? <u>History</u> What can I do now that I couldn’t do when I was a baby?</p>

Personal, Social and Emotional Development	Families and Friendships Bullying Matters		Respecting Ourselves and Others Money and Work		Keeping Safe Growing and Changing	
	FS2 ONLY					
Physical Development	FS1	FS1	FS1	FS1	FS1	FS1
	Outdoor Learning	Outdoor Learning	Outdoor Learning	Outdoor Learning	Outdoor Learning	Outdoor Learning
	Fastening coats – zips/ buttons/poppers	Exploring effect of physical activity on their bodies	Fine motor activities – threading, cutting, using tools, holding a pencil, dough disco.	Fine motor activities – threading, cutting, using tools, holding a pencil, dough disco.	Fine motor activities – threading, cutting, using tools, holding a pencil, dough disco.	Fine motor activities – threading, cutting, using tools, holding a pencil, dough disco.
	Getting dressed	Using one handed equipment and tools safely – scissors, hammers, pencils	Hold jugs and containers confidently and pour from one container to another.	Taking turns to share equipment through communication.	Use balancing apparatus.	Taking practical action to reduce risk.
	Recognising body parts	Using tools with a dominant hand	Balancing and shifting weight to improve stability.	Negotiating space successfully	Run skilfully and negotiate space	Running / moving with spatial awareness
	Personal hygiene and handwashing	Filling and emptying containers	Negotiating space successfully	Using bikes / scooters to a controlled stop,	Ball skills – throwing and catching.	Ball skills – throwing and catching.
	Toileting	Climbing – alternate feet and safely	Using bikes / scooters / climbing frame in different ways	Use climbing frame in different ways	Adjusting speed to avoid obstacles (bikes and scooters)	Avoiding obstacles when running/hopping/skipping
	Climbing – alternate feet and safely	Moving equipment safely with peers	Manipulating one handed tools and equipment effectively and safely	FS2	Plan movements e.g around an obstacle course.	Taking part in group games with support from an adult
	Moving equipment safely with peers	FS2	FS2	Outdoor Play Fine Motor Control	FS2	FS2
	Manipulating tools and equipment in one hand paintbrushes and scissors	Outdoor Play Fine Motor Control	Outdoor Play Fine Motor Control	Teamwork and games-communication	Body balance / using equipment e.g., bean bags.	Teamwork and games – following rules.
	FS2	Movement to music- moving freely.	Balance / Control. (Yoga/Gymnastics)	Running & Jumping	Throwing & catching	Ball skills- control and coordination
	Outdoor Play Fine Motor Control	Rolling & Crawling	Changes in movements direction/ stopping	Developing large movements, following instructions & taking turns.	Developing large movements, following instructions & taking turns.	Developing large movements, following instructions & taking turns.
	Playtime Games – taking turns & Sharing	Developing large movements, following instructions & taking turns.	Developing large movements, following instructions & taking turns.			
	Wiggle and jiggle - moving freely.					
	Developing large movements, following instructions & taking turns.					

Expressive Art and Design FS2 ONLY	Painting (Paint My World) Skills: Finger Painting, Outdoor Painting, Painting to Music Artist Link – Jackson Pollock DT – Structures (Hibernation Box) (Science Link – Seasonal Changes)	Painting (Paint My World) Skills: Finger Painting, Outdoor Painting, Painting to Music Artist Link – Jackson Pollock DT – Sculpture (Diya Lamp) (RE Link – Diwali)	Drawing (Marvellous Marks - Landscapes) Artist Link – Megan Coyle (Geography Link – Transport and Travel)	Drawing (Marvellous Marks - Landscapes) Artist Link – Megan Coyle (Geography Link – Transport and Travel) DT – Cooking and Nutrition (Baking using local produce) (Easter Enterprise)	Craft and Design (Let’s Get Crafty) (Science Link – Seasonal Changes) Artist Link - Yulia Brodskaya	Sculpture (Creation Station) Artist Link – Pippa Hill DT – Textiles (Flower Threading) (Science Link – Plants)
Expressive Art and Design (Music) FS2 ONLY	Me – Charanga Each session = 1. Listen and Respond 2. Explore and Create - initially using voices only but building to using classroom instruments too 3. Singing - nursery rhymes and action songs - building to singing and playing 4. Share and Perform Nursery rhymes of the week Action Songs	My Stories – Charanga Each session = 1. Listen and Respond 2. Explore and Create - initially using voices only but building to using classroom instruments too 3. Singing - nursery rhymes and action songs - building to singing and playing 4. Share and Perform Nursery rhymes of the week Action Songs Christmas Production	Our World – Charanga Each session = 1. Listen and Respond 2. Explore and Create - initially using voices only but building to using classroom instruments too 3. Singing - nursery rhymes and action songs - building to singing and playing 4. Share and Perform Nursery rhymes of the week Action Songs	Everyone – Charanga Each session = 1. Listen and Respond 2. Explore and Create - initially using voices only but building to using classroom instruments too 3. Singing - nursery rhymes and action songs - building to singing and playing 4. Share and Perform Nursery rhymes of the week Action Songs Easter Extravaganza Concert	Big Bear Funk – Charanga Transition for KS1 Each session = 1. Listen and Appraise 2. Musical Activities - learn about the interrelated dimensions of music through singing, improvising and playing classroom instruments 3. Perform and Share Nursery rhymes of the week Action Songs	Reflect, Rewind, Replay - Charanga Transition for KS1 A consolidation of the year’s work, prepare for a performance and look at the history of music. Nursery rhymes of the week Nursery rhymes of the week Action Songs Leavers performance
Enrichment	Christmas Play Kindness Curriculum- September - mindfulness /October perspective November - positivity December – gratitude Text: Rainbow Fish		Easter Extravaganza Kindness Curriculum- January – self-acceptance February - humility March – compassion/empathy April – trust Text: The wonderful things you will be.		Summer Fayre Kindness Curriculum- May – honesty June - collaboration July – humour Text: Kindness makes us strong	