

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

Cycle A 2024-2025

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

		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	Yoga	Uni-hockey	Basketball	Athletics	Movement to Music
	Tag Rugby	Health & Fitness	Gymnastics	Foot-Golf	Cricket	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

Theme Concept Power Fairness Anglo Saxon Boy Forcis Anglo Saxon Boy Forcis Anglo Saxon Boy Forcis Anglo Saxon Boy Forcis Anglo Saxon Soy Battle recount Persuasive speech Social Story Forcis Dialogue Narartive Maths Units Naths Units N									
Concept Power Key Texts Anglo Saxon Boy Hacker Holes Topic Anglo Saxon South America Ferrichment Vear 5 Bendring Outcomes Battle recount Persuasive speech South American brochure Maths Units Maths Units Maths Un		Theme				Conviction			
Topic Anglo Saxons / South America Enrichment Vear 5 Bendrigg Outcomes Writing Outcomes Maths Units Maths		Concept		Power		Fairness		Puncishment	
Enrichment		Key Texts	Anglo	Saxon Boy		Hacker	Holes		
Maths Units Character description Batte recount Persuasive speech South American brochure South American broch	4/5 A	Topic	Anglo Saxor	ns/ South America	E-Safety			Biomes	
Outcomes Battle recount Persuavies speech South American brochure South Andition and subtraction Multiplication and division Fractions Decimals and percentages Measure perimeter and area Graphs and tables Measure properties of shapes Geometry- properties of shapes Measure- perimeter Measure- Measure- properties of shapes Measure- perimeter Measure-		Enrichment	Year	5 Bendrigg				Year 4 Boggle Hole	
Persuasive speech South American brochure Maths Units Place value within 1,000,000 Addition and subtraction Multiplication and division Fractions Place value within 1,000,000 Addition and subtraction Multiplication and division Fractions Y4 Place value within 1,000,000 Addition and subtraction Multiplication and division Fractions Y4 Place value within 1,000,000 Addition and subtraction Measure – 4-digit numbers Addition and subtraction Measure – area Multiplication and division Money Time Geometry - properties of shapes Geometry- position and direction Declimals Measure-converting units Me		Writing				•		·	
Maths Units Y5 Place value within 100,000 Place value within 1,00,000 Addition and subtraction Multiplication and division Fractions Y4 Place value -4-digit numbers Addition and subtraction Measure - area Multiplication and division Practions Y4 Place value -4-digit numbers Addition and subtraction Measure - area Multiplication and division Length and perinterer Fractions Decimals Why did the Vikings and Anglo-Saxons struggle for power? Science What are the different functions of the digestive system? (Animals inc Humans (4)) (Animals inc Humans (5)) Maths Units Y5 Place value within 1,00,000 Place value		Outcomes							
Maths Units Y5 Place value within 100,000 Place value within 1,000,000 Addition and subtraction Multiplication and division Fractions Y4 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 Measure – digit numbers Addition and subtraction Measure – area Multiplication and division Measure – digit numbers Measure – converting units Measure – converting units Measure – digit numbers Measu				•		_			
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 Money Time Geometry-position and division Money Time Geometry-position and division Money Time Geometry-position and direction Biomes-Why is the Eden Project so special? Anglo-Saxons struggle for power? Science What are the different happen to a human functions of the digestive system? (Animals inc Humans (4)) (Animals inc Humans (5)) (Animals inc Humans (5)) (Changes in Materials) Measure-converting units Measure-converting Measure-converting Negative numbers Measure-converting Measure-converting Negative numbers Negative			South American prochure			Narrative		balanced argument	
Addition and subtraction Multiplication and division Fractions Y4 Place value – 4-digit numbers Addition and subtraction Measure – area Multiplication and division Humanities Why did the Vikings and Anglo-Saxons Struggle for power? Science What are the different functions of the digestive system? (Animals inc Humans (4)) (Animals inc Humans (4)) Addition and subtraction Measure – area Multiplication and division Length and perimeter L		Maths Units		,	,				
Fractions Y4 Place value 4-digit numbers Addition and subtraction Measure—area Multiplication and division Humanities Why did the Vikings and Anglo-Saxons struggle for power? What are the different different different functions of the digestive system? (Animals inc Humans (4)) How has Solution? (Changes in Humans (4)) Fractions Y4 - Multiplication and division Length and perimeter Fractions Decimals Y4 - Multiplication and division Length and perimeter Fractions Decimals What is 'Fairtrade' and why should it matter to us? What is 'Fairtrade' and why should it matter to us? What is 'Fairtrade' and why should it matter to us? What is 'Fairtrade' and why should it matter to us? What is 'Fairtrade' and why should it matter to us? What is 'Fairtrade' and why should it matter to us? What are the differences between life cycles for plants, mammals and amphibians? (Living things (Living things and their Habitats (4))									
Macaure - 4-digit numbers Addition and subtraction Measure - area Multiplication and division Length and perimeter Fractions Decimals Money Time Geometry- angles and 2D shapes Statistics Geometry- position and direction			Multiplica	ation and division		Measure- perimeter and area		Negative numbers	
Addition and subtraction Measure – area Multiplication and division Humanities Why did the Vikings and Anglo-Saxons struggle for power? Science What are the different functions of the digestive system? (Animals inc Humans (4)) Addition and subtraction Measure – area Multiplication and division Length and perimeter Fractions Decimals Whore Fractions Decimals What is 'Fairtrade' and why should it matter to us? What is 'Fairtrade' and why should it matter to us? What is 'Fairtrade' and why should it matter to us? What are the domes we group and compare materials? Thow are living things classified? (States of Matter (4)) (Living things and their Habitats (4)) (Living things & their habitats (5))						•		_	
Measure – area Multiplication and division Humanities Why did the Vikings and Anglo-Saxons struggle for power? What are the different functions of the digestive system? (Animals inc Humans (4)) Measure – area Multiplication and division Money Time Geometry- angles and 2D shapes Statistics Geometry- position and direction What are the main features of South America? What are the main features of South America? What are the main features of South America? How has leisure and tourism what tourism and tourism happen to a human functions of the digestive system? (Animals inc Humans (4)) Money Time Geometry- angles and 2D shapes Statistics What are the main features of South America? How has leisure and tourism what is 'Fairtrade' and why should it matter to us? What is 'Fairtrade' and why should it matter to us? What is 'Fairtrade' and why should it matter to us? What are the ware substances recovered from a baby to old age? (States of Matter (4)) (States of Matter (4)) (Living things and their Habitats (4)) (Living things & their habitats (5))		_				•			
Humanities Why did the Vikings and Anglo-Saxons struggle for power? Science What are the different functions of the digestive system? (Animals inc Humans (4)) (Changes in Multiplication and division Decimals Find Geometry-position and 2D shapes Statistics Geometry-position and Division Statistics Geometry-position and Division Naterion Biomes-Why is the Eden Project so special? How are living things classified? Cycles for plants, mammals and amphibians? (Living things and their Habitats (4)) Cliving things Alterior Cliving thin		Measure – area							
Humanities Why did the Vikings and Anglo-Saxons struggle for power? Science What are the different functions of the digestive system? (Animals inc Humans (4)) (Animals inc Humans (4)) How has leisure and tourism changes and 2D shapes Statistics Geometry- position and direction What is 'Fairtrade' and why should it matter to us? What is 'Fairtrade' and why should it matter to us? What is 'Fairtrade' and why should it matter to us? What is 'Fairtrade' and why should it matter to us? What is 'Fairtrade' and why should it matter to us? What is 'Fairtrade' and why should it matter to us? What is 'Fairtrade' and why should it matter to us? What is 'Fairtrade' and why should it matter to us? Punishment changed through the ages? What are the differences between life cycles for plants, mammals and amphibians? (States of Matter (4)) (Living things and their Habitats (4))								•	
Humanities Why did the Vikings and Anglo-Saxons struggle for power? Science What are the different functions of the digestive system? (Animals inc Humans (4)) (Animals inc Humans (4)) What are the main features of South Anglo-Saxons struggle for power? What are the main features of South Anglo-Saxons struggle for power? What are the main features of South Anglo-Saxons struggle for power? What are the different functions of the digestive system? (Animals inc Humans (4)) (Animals inc Humans (4)) What are the main features of South Anglo-Saxons struggle for changed tourism changed over time? What are the main features of South America? What is 'Fairtrade' and why should it matter to us? What is 'Fairtrade' and why should it matter to us? What are the differences between life cycles for plants, mammals and amphibians? (States of Matter (4)) (Changes in Materials) (Changes in Materials)			·					·	
Vikings and Anglo-Saxons struggle for power? Science What are the different functions of the digestive system? (Animals inc Humans (4)) Vikings and Anglo-Saxons struggle for power? What are the different system? (Animals inc Humans (4)) Features of South America? I eleisure and tourism changed tourism changed over time? How are group and compare materials? What are the differences between life substances recovered from a solution? (States of Matter (4)) (Changes in Materials								Geometry- position and direction	
Anglo-Saxons struggle for power? Science What are the different functions of the digestive system? (Animals inc Humans (4)) America? How are tourism changed over time? How can we group and compare materials? How can we group and compare materials? How are group and compare materials? (States of Matter (4)) (Changes in Materials) (Changes in Materials) How can we group and compare materials? (States of Matter (4)) (Living things and their Habitats (4)) (Living things and their Habitats (4))		Humanities	Why did the	What are the main	How has	What is 'Fairtrade' and why should it	How has	Biomes- Why is the Eden Project so special?	
Science What are the different functions of the digestive system? (Animals inc Humans (4)) Science What are the different functions of the digestive system? (Animals inc Humans (4))			Vikings and	features of South	leisure and	matter to us?	crime &		
Science What are the different functions of the digestive system? (Animals inc Humans (4)) (Animals inc Humans (5)) (Animals inc Humans (5)) (Animals inc Humans (5)) (Animals inc Humans (6)) (Animals inc Humans (7)) (Animals inc Humans (8)) (Animals inc Humans (8)) (Animals inc Humans (9))			Anglo-Saxons	America?	tourism		punishment		
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 (4)) (Changes in Materials) What changes happen to a human from a baby to old age? (Changes in Materials) (Changes in Materials) Above can we group and compare materials? (States of Matter (4)) (Changes in Materials) (Changes in Materials) (Changes in Materials)			struggle for		changed		changed		
Science What are the different functions of the digestive system? (Animals inc Humans (4)) (Animals inc Humans (4)) Science What changes happen to a human from a baby to old age? (Animals inc Humans (5)) (Changes in Materials) How can we group and compare materials? (States of Matter (4)) (States of Matter (4)) (Changes in Materials) How are living things classified? (Living things and their Habitats (4))			power?		over time?		through the		
different functions of the digestive system? (Animals inc Humans (4)) different functions of the digestive system? (Animals inc Humans (4)) different functions of the digestive system? (Animals inc Humans (5)) (Animals inc Humans (5)) (Changes in Materials)							ages?		
functions of the digestive system? (Animals inc Humans (4)) from a baby to old age? (Animals inc Humans (4)) (Changes in Materials (States of Matter (4)) (States of Matter (4)) (Living things and their Habitats (4))		Science	What are the	What changes	How are	How can we group and compare	How are living	What are the differences between life	
digestive system? (Animals inc Humans (4)) (Animals inc Humans (4)) (Animals inc Humans (5)) (Animals inc Humans (5)) (Changes in Materials (5))			different	happen to a human	substances	materials?	things	cycles for plants, mammals and	
system? (Animals inc Humans (4)) (Animals inc Humans (5)) (Changes in Materials) (Living things and their Habitats (4))			functions of the	from a baby to old	recovered		classified?	amphibians?	
system? (Animals inc Humans (4)) (Animals inc Humans (5)) (Changes in Materials) (Living things and their Habitats (4))			digestive		from a	(States of Matter (4))		·	
(Animals inc Humans (4)) (Animals inc Humans (5)) (Changes in Materials) (Animals inc Humans (5)) (Animals inc Humans (5)) (Changes in Materials)			1			(, , , , , , , , , , , , , , , , , , ,	(Living things	(Living things & their habitats (5))	
Humans (4)) (5)) (Changes in Materials				(Animals inc Humans				(2.778 c85 c. c	
Materials			(Animals inc	`	(Changes in				
			Humans (4))	(3))	_		Trabitats (4))		
					(3))				

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) Expression The Show Must Go On	
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				<u>Leadership</u>		

	Concept	Pro	otection		Honesty		Legacy			
¾ A	Key Texts	The Wil	ld Way home		Treason		Escape from Pompeii			
							The Boy with Bronze Axe			
	Topic	S	ettlers		Tudors & Treason		The Romans			
	Enrichment						Boggle Hole			
	Writing	D	ialogue	Battle recount			Setting description			
	Outcomes	F	Report		Biography		News report			
		ļ F	Poetry		Narrative viewpoints		Character description			
		Bee leaflet			Retell travel guide		Climate change letters			
	Maths Units	Place value within 1000		l v	Multiplication and division		Fractions			
			and subtraction		Length and perimeter		Money			
		Multiplication and division			Fractions		Time			
		Place value- 4-digit numbers			Mass	Α	angles and properties of shapes			
		Measure- area			Capacity		Statistics			
					Decimals		Decimals			
							eometry- angles and 2D shapes			
	11	Harriel Duiteria	P. D. D. C. L.		M/h and did the Todaya and an and		eometry- position and direction			
	Humanities	How did Britain	How can we make	Who were	Where did the Tudors explore and	How did	What creates mountains, volcanoes and			
		change between the	our school environment more	the Tudor Monarchs	what did they find?	Britain change between the	earthquakes?			
		beginning of	bee friendly?	and what		end of the				
		the Stone Age	bee intendity:	changes did		Iron-age and				
		and the end of		_	· I	<u> </u>	they		the end of the	
		the Iron Age?		influence?		Roman				
		the hon Age.		initidence:		occupation?				
						occupation.				
	Science	How are fossils	Why do we have	How are	How are shadows formed?	What are the	How do different surfaces affect how things			
		formed?	skeletons and	scientific	(Light (3))	function of	move?			
		(Rocks (3))	muscles?	enquiries	(=8.15 (57)	each art of a	(Forces and Magnets (3))			
		(1.001.0 (0))	(Animals including	carried out?		flowering	(1 01000 0110 1110811000 (07))			
			Humans (3))	(Scientific		plant?				
			Hullians (5))	Enquiry (3))		piant:				
				Liiquii y (3))		(Plants (3))				
	RE	L2.7 What does	L2.8 What does it	L2.2 Why is	L2.5 Why are festivals important to	L2.1 What do	L2.4 Why do people pray? (Christians,			
		it mean to be a	mean to be a Hindu	the Bible so	religious communities? (Christians,	different	Hindus and/or Muslims)			
		Christian in	in Britain today?	important	Hindus and/or Muslims and/or	people	,			
		Britain today?	(Hindu)	for	Jewish people)	believe about				
		(Christian)	, ,	Christians		God?				
				today?		(Christians,				
				(Christians)						

	Music	Writing Down Music	Playing in a Band	Composing Using Your	More Musical Styles	Hindus and/or Muslims) Enjoy Improvisation	Opening Night	
	MFL	Numbers 1-20 Greetings		Imagination	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	(HISTOTY EITH TUGOTS)	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?	
	Theme		Doguthy		Appreciating our diverse world		Coro	
2	Concept Key texts			The Baker's	Well-being s Boy and the Great Fire of London Paddington	Care Dear Greenpeace Nellie Choc Ice- penguin explorer		

Topic	Aroun	nd the world		The Great Fire of London		Saving our Oceans		
Enrichment						Staycation- Stubbin Wood		
Writing	lnı	novation		Setting description		Letters		
Outcomes	ſ	Review		Diary recount	Explanation			
	Ret	ell parody		Character description	Adventure stories			
	В	rochure		postcards		Poetry		
Maths Units	Num	ber to 100		Money		Fractions		
	Addition ar	nd subtraction (1)	Mι	ıltiplication and division (1)		Time		
	Addition ar	nd subtraction (2)	Mι	ultiplication and division (2)		Problem solving		
	9	shapes		Height and length		Position and direction		
			Mas	s, capacity and temperature		Statistics		
Humanities	What makes	How would my life be	What	How have the Victorians influenced	Who are the	Why do some people love to be by the sea?		
	the UK special?	different if I lived in	lessons did	our lives today?	famous			
		Kenya?	we learn		people who			
			from the		have			
			Great Fire of		influenced			
			London?		our world?			
Science	What do	What makes a good	What do	Can you choose suitable materials	What do	What are the stages of the life cycle?		
	animals eat to	habitat?	animals and	for different purposes?	plants need to	(Animals Including Humans Life cycles)		
	survive?	(Habitats From	humans	(Uses of Everyday Materials)	grow?	(/ illinials including framatis life cycles)		
	(Living Things	Around the World)	need to	(Oses of Everyday Materials)	(Plants)			
	and Their	Around the world)	survive?		(Plants)			
			/ A mimo ala					
	Habitats)		(Animals					
			Including					
			Humans-					
			Growth)					
RE	1.3 Who is	1.6 How and why do	1.2 Who is a	1.1 Who is a Christian and what do	1.4 What can	1.8 What does it mean to belong to a faith		
	Jewish and	we celebrate special	Muslim and	they believe? (Christians)	we learn from	community? (Christians, Muslims and/or		
	what do they	and sacred times?	what do		sacred books?	Jewish people		
	believe?	(Christians, Muslims	they		(Christians,			
	(Jewish)	and/or Jewish	believe?		Muslims			
		people)	(Muslims)		and/or Jewish			
B.C	Dodge Bloods	District	1	Dana maisina differenta da la	people)	O m his a second		
Music	Pulse, Rhythm	Playing in an	Inventing a	Recognising different sounds	Exploring	Our big concert		
	and Pitch	orchestra	musical		improvisation			
			story					

	DT	Mechanisms (Making a			Textiles (Pouches)		Cooking and Nutrition (A Balanced Diet)
		Moving Lochness Monster)			(Easter Enterprise)		(PSHE/Science Link – Looking after our bodies)
		(Geography Link – UK)					
	Art		a Story – Illustration Study)	Painting (Life in Colour)	Sculpture (Clay Houses)	Craft and Design (Map	Painting (Life in Colour)
		(English I	_ink – Key Text)	Artist Study	(History Link – Great Fire of London)	it Out)	Artist Study – Henry Matisse
		Artist Linl	k - Beatriz Vidal	– Henry Matisse	Artist Study - Augusta Savage	Artist Study - Kim Soon-Im	
	PSHE	Relationships (RSE Link)	Bullying Matters (Anti-bullying week	Difference and	Being Me	Growing Up (RSE link)	Drug Education
		Exploring Emotions	link)	Diversity Being Responsible	Money Matters	Being Safe	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	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		
					0.0 10 1.01		
-	Theme		Special	<u> </u>	Myself and Others		Transformation
-	Concept Key Texts		Special d another me?	Knighth	Community ood for Beginners- by Elys Dolan		The last wolf
1	Rey Texts	You Choose Binny's Diwali		Kiligitali	George and the dragon		Clean up Emily Gravatt – Tidy Hello, Mr World
	Topic	Beir	ng Special		Castles and Kings		Recycling

Writing		Poetry		Retell		Innovation	
Outcomes		act file		Instructions		Setting description	
	N	arrative		Parody		Descriptive writing	
	In	vitation		Observational diary	Character description		
Maths Units	Num	bers to 10		Numbers to 20	Multiplication and division		
	Part-w	hole with 10	Addit	ion and subtraction within 20	Fractions		
	Addit	ion with 10		Numbers to 50		Position and direction	
		tion within 10		roducing length and height		Numbers to 100	
	2D and	d 3D shapes	Int	roducing mass and capacity		Money	
		T				Time	
Humanities	Who are	Why are some places	Why do we	What do I know about the UK and	What was life	Why do we need to recycle?	
	significant	in the world hot and	have castles	Bolsover?	like for my		
	people from	some places cold?	& kings?		grandparents?		
Colomos	the past?	Harriana different		U different metariale le	NA/Investor cons	NAME of the state	
Science	What are our	How are different	How many	How can different materials be	Why do we	What are the different parts of plants and	
	five senses of	animals compared?	different	compared?	have four	trees?	
	our bodies?	/*	materials	(Exploring Everyday Materials)	seasons?	(Plants)	
		(Animals inc humans	can you		(Animals		
	(Animals inc	all about animals)	name?		Including		
	humans all		(Everyday		Humans: Life		
	about me)		Materials-		Cycles)		
			building)				
D.E.	4.4.14/1	4611	4.2.14/1	4.7.11	4.5.446	12/6 11/2 24/1	
RE	1.1 Who is a	1.6 How and why do	1.2 Who is a	1.7 How should we care for others	1.5 What make	es some places sacred? (Christians, Muslims	
	Christian and	we celebrate special	Muslim and	and the world, and why does it		and/or Jewish people)	
	what do they believe?	and sacred times? (Christians, Muslims	what do	matter? (Christians, Muslims and/or			
	(Christians)	and/or Jewish	they believe?	Jewish people))			
	(Chilistians)	people)	(Muslims)				
Music	My musical	Dance sing and play	Exploring	Learning to listen	Having fun	Let's perform together	
	heartbeat	a a made a mar pray	sounds		with	2000 perrorim togetine.	
					improvisation		
DT	Textiles			Mechanisms (Making a Moving		Cooking and Nutrition (Smoothies)	
	(Puppets)			Book)		,	
						(PSHE/Science Link – Looking after our	
	(Computing			(Easter Enterprise)		bodies)	
	Link – Design						
	character using						
	paint)						



EYFS Curriculum 2024-2025 – Cycle A

Whaley Thorns Primary School and Nursery

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

	Autu	ımn	Spi	ring	Sun	imer
	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	Room on the Broom by Julia Donaldson	We're Going on a Bear Hunt by Michael Rosen	Goldilocks and the Three Bears by Susanna Davidson	The Three Little Pigs by Mara Alperin	Jack and the Beanstalk by Anna Milbourne
	Brisenden FS1 Spine Texts: Super Duper you! I Love Me,	FS1 Spine Texts: Where the poppies Now Grow, Binny's Diwali, The Christmas Story, Stickman	FS1 Spine Texts: The Train Ride, Naughty Bus, We're Going on a Dragon Hunt	FS1 Spine Texts: Where's My Teddy? Beware of the Bears, I Want my Hat Back	FS1 Spine Texts: Homes Around the World, Let's Build a House, Home, Our House	The Growing Story by Ruth Krauss FS1 Spine Texts: Titch, Jasper's Beanstalk, Sam
	You Choose FS2 Spine Texts:	FS2 Spine Texts:	FS2 Spine Texts:	FS2 Spine Texts: Little Red Hen, Hansel and Gretel, The Gingerbread Man	FS2 Spine Texts: The Three Little Wolves and the Big Bad Pig, Martha Maps	Plants a Sunflower

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

						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.
	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.	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	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.	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.	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	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. Begins to make letter-type
	FS2 Enjoys an increasing range of print and digital books, both fiction and non-fiction Can recall and discuss stories or information that has been read	growing competence. Sometimes gives meaning to their drawings and paintings. FS2 Knows that information can	Talks about events and principal characters in stories and suggests how the story might end. Knows that print carries meaning and, in English, is	Attempts to write their own name. Shows interest in letters on a keyboard, identifying the initial letter of their own name and other familiar	awareness - Shows awareness of rhyme and alliteration - Recognises rhythm in spoken words, songs, poems, and rhymes - Claps or taps the syllables in	shapes to represent the initial sound of their name and other familiar words. FS2 Uses their developing phonic
	to them, or they have read themselves. Gives meaning to the marks they make as they draw, write, paint and type using a keyboard or touchscreen technology	be retrieved from books, computers, and mobile digital devices. Includes everyday literacy artefacts in play, such as labels, instructions, signs,	read from left to right and top to bottom. Makes up stories, play scenarios, and drawings in response to experiences, such as outings.	FS2 Begins to recognise some written names of peers,	words during sound play - FS2 Uses their developing phonic knowledge to write things	knowledge to write things such as labels and captions, later progressing to simple sentences. ELG
	or touchscreen technology	envelopes. Enjoys creating texts to communicate meaning for an increasingly wide range of purposes	Ascribes meanings to signs, symbols, and words that they see in different places, including those they make themselves.	siblings or "Mummy"/ "Daddy" for example	such as labels and captions, later progressing to simple sentences	Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by
			FS2			sound-blending. Read aloud simple sentences and books that are consistent

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

Understanding the World	<u>Developing Experts</u> Seasonal Changes- Autumn	<u>Developing Experts</u> Seasonal Changes- Autumn	<u>Developing Experts</u> Seasonal Changes- Spring	<u>Developing Experts</u> Seasonal Changes- Spring	<u>Developing Experts</u> Seasonal changes- Summer	<u>Developing Experts</u> Seasonal changes- Summer	
FS2 Only	Our Body	The Senses	Space	Food	Materials	Plants	
	RE Which stories are special and why? Geography Who are the people that help us in our community? History How has our local area changed? Computing Bee-Bots adventures	RE What times are special and why? Which people are special and why? 'The Christmas Story'. Geography Does everyone live in a house like mine? History Has anyone ever had a pet dinosaur?	RE Which places are special and why? What would we find in a church? Geography What is a map? History How has transport changed over the years?	RE Which places are special and why? 'The Easter Story' Geography Why do we need to put litter in the bin? History Who are famous people and characters from the past>	RE Where do we belong? Geography Does everyone go to the same place on holiday? History What were toys like long ago? What did our Grandparents do in the Summer holidays?	Life Cycles Animals (including humans) RE What is special about our world? Geography Who are famous people and characters from the past? History What can I do now that I couldn't do when I was a baby?	
Personal, Social and Emotional		FS1 ionships'		S1 Wider World'	FS1 'Health and Wellbeing'		
Development	Making Relationships 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. Sense of Self Expressing our needs and feelings Asking for help Hygiene and personal needs — dressing, toileting		Thinking about the needs of oth oth Playing in a group, extending, building up a research Develop Belo Knowing how it feels to belong yet distributions about oth Thinking about oth	elationships others e.g., giving up toys for ners and elaborating play ideas. e.g., ole play activity. of Self bing ideas nging g and that we are all similar and fferent. ing Emotions her people's feelings	Practising negotiation Resolving Words to stare Showing confidence in Sense New si Naming parts of the body Knowing that they grow and growing into chi Manage basic hygiene and per toileting, and head	elationships Ing and compromise. Ing conflict. Ind up for themselves. In asking adults for help. e of Self tuations If and show respect for me. If change, starting as babies and Idren then adults. It is sonal needs. Including dressing, althy food choices.	
		ding Emotions ur own feelings		ern for the environment	Understanding Emotions Thinking about how our behaviour affects others. Our behaviour in different and new situations		
		F S2 ationships		S2 a Community	F	S2	

		Bullying	Matters	Media Literacy an	d Digital Resilience	Physical Health and Mental Wellbeing Growing and Changing		
Phy	ysical	FS1	FS1	FS1	FS1	FS1	FS1	
—	opment	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	Fine motor activities – threading, cutting, using tools, holding a pencil, dough	Fine motor activities – threading, cutting, using tools, holding a pencil, dough	Fine motor activities – threading, cutting, using tools, holding a pencil, dough disco.	
		Getting dressed	Using one handed equipment and tools safely – scissors,	disco.	disco.	disco.	Taking practical action to	
		Recognising body parts	hammers, pencils	Hold jugs and containers confidently and pour from	Taking turns to share	Use balancing apparatus.	reduce risk.	
		Personal hygiene and handwashing	Using tools with a dominant hand	one container to another.	equipment through communication.	Run skilfully and negotiate space	Running / moving with spatial awareness	
		Toileting	Filling and emptying	Balancing and shifting weight to improve stability.	Negotiating chace	Ball skills – throwing and	Ball skills – throwing and	
			containers	to improve stability.	Negotiating space successfully	catching.	catching.	
		Climbing – alternate feet and		Negotiating space				
		safely	Climbing – alternate feet and safely	successfully	Using bikes / scooters to a	Adjusting speed to avoid obstacles (bikes and	Avoiding obstacles when running/hopping/	
		Moving equipment safely with peers	Moving equipment safely with	Using bikes / scooters / climbing frame in different	controlled stop,	scooters)	skipping	
		Manipulating tools and	peers	ways	Use climbing frame in different ways	Plan movements e.g around an obstacle course.	Taking part in group games with support from an adult	
		equipment in one hand	FS2	Manipulating one handed				
		paintbrushes and scissors		tools and equipment	FS2	FS2		
			Outdoor Play	effectively and safely			FS2	
		FS2	Fine Motor Control		Outdoor Play	Outdoor Play		
		O I de la Pla		FS2	Fine Motor Control	Fine Motor Control	Outdoor Play	
		Outdoor Play Fine Motor Control	Mayamant to music maying	Outdoor Play			Fine Motor Control	
		Fine Motor Control	Movement to music- moving freely.	Outdoor Play Fine Motor Control	Teamwork and games- communication	Body balance / using equipment e.g., bean bags.	Teamwork and games –	
		Playtime Games – taking turns	Rolling & Crawling				following rules.	
		& Sharing		Balance / Control. (Yoga/Gymnastics)	Running & Jumping	Throwing & catching	Ball skills- control and	
		Wiggle and jiggle - moving freely.	Developing large movements,				coordination	
			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,	
		Developing large movements, following instructions & taking turns.		Developing large movements, following instructions & taking turns.			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	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	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	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	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	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
	Action Songs	Nursery rhymes of the week Action Songs Christmas Production	Nursery rhymes of the week Action Songs	Nursery rhymes of the week Action Songs Easter Extravaganza Concert	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- Scien	ce focus	Spring-	History focus	Summer-	Geography focus- Conservation
	Theme				Responsibility		
	Concept	Change	2	C	Courage		Choice
	Key Texts	Darwins Dr	agon	When	the sky falls		Foodland
6B	Topic	Evolutio	n	Wo	rld War 2		Climate Change
	Enrichment						London Trip
	Writing	Diary En	try	Historical non-	chronological report		Speech Writing
	Outcomes	Documentary Report			Letter		Character Description
		Poetry		ļ F	Poetry		Persuasive Writing
		Balanced Argument		Expla	nation Text		Recount
		Monologue		Setting	Description		Poetry
	Maths Units	Place Value within	10,000,000	Ratio ar	nd Proportion		Statistics
		Fractions Four Operations		А	lgebra	Geom	etry- properties of sha[pes
				Decimals		Geome	etry- position and direction
		Measure- Imperial and Metric Units		Percentages		Problem Solving	
				Measure- Perime	eter, Area and Volume		-
	Humanities	Why should gunpowder,	How do maps help	What was the impact of	What do we know about	What has been the	Why is Climate change such an important
		treason and plot never	us find our way	WW2 on Britain?	North America and what are	impact of	topic?
		be forgotten?	around?		its main geographical	immigration on	
					features?	Britain over the past 100 years?	
	Science	How and why have humans	What is the function of	Can you identify and	How does light travel?	What is climate	How can we classify and describe living
		and animals evolved over	the human circulatory	solve problems of an		change?	organisms from different kingdoms?
		time?	system?	electric circuit?	(Light)	/Lasking After Over	(Living Things and Their Hebitate)
		(Evolution and Inheritance)	(Animals Including	(Electricity)		(Looking After Our Environment)	(Living Things and Their Habitats)
		(Evolution and inneritance)	Humans)	(Electricity)		Environment	
	RE	U2.6 What does it mean to be	U2.8 What difference	U2.5 Is it better to express		U2.3 What do religions	say to us when life gets hard? (Christians, Hindus
		a Muslim in Britain today? (Muslim)	does it make to believe in ahimsa,	architecture or in charity ar Muslims and non- religious			and non-religious)
		(Musiliti)	grace, and/or	Widshills and Hori- religious)		
			Ummah? (Christians,				
			Hindus and/or				
			Muslims)				
	Music	Music and Technology	Developing ensemble skills	Creative Composition	Musical styles connect us	Improvising with confidence	Farewell tour
	MFL	Time		Di	rections		Seasons/Weather

	DT		Textiles		Electrical Systems (Steady	Cooking and		
			(Christmas		Hand Game)	Nutrition (Come		
			Waistcoat)		(Factor Futorisis)	Dine With me		
			/DE Link		(Easter Enterprise)	/DCLIE/Coioneo Link		
			(RE Link – Christianity)			(PSHE/Science Link – Looking after our		
			Christianity)			bodies)		
	Art	Painting (Artist Study)		Drawing (Make my		boulesy	Sculpture (Making Memories)	
	Air	ranting (ratist study)		Voice Heard)			Scarptare (Making Memories)	
		(History Link – Black		Voice freura,			(PSHE Link – Transition into Secondary)	
		History Month)		(PSHE Link – Being Me)			(, , , , , , , , , , , , , ,	
							Artist Link - Joseph Cornell	
		Arist Link - Chris Ofili		Artist Link - Leonardo			·	
				da Vinci				
	PSHE	Relationships	Bullying Matters (Anti-bullying week	Difference and Diversity	Being Me	Growing Up	Drug Education	
		Exploring Emotions	link)	Being Responsible	Money Matters	Being Safe (RSE link)	Changes (RSE link)	
	PE	Tennis	Yoga	Uni-hockey	Basketball	Athletics	Movement to Music	
		Tag Rugby	Health & Fitness	Gymnastics	Foot-Golf	Cricket	OAA	
	Computing	Communication &	Introduction to	Web page creation	Capturing evidence	Variables in games	Password protection	
	1 0	collaboration	spreadsheets		. 3		'	
			·	Creating a positive			Think before you click	
		Life online	Sharing online	online reputation				
	Theme			T	Integrity	T		
	Concept	Belief		Faith		Consequence		
4/5	Key Texts	Cosmic		Who let	the Gods out	The Explorers		
4/3 B						The Great Kapok Tree		
ь	Topic	Space		Ancie	ent Greece	Pr	otecting the Rainforests	
	Enrichment	Year 5 Ben	drigg	N.		Year 4 Boggle Hole		
	Writing	Diary			arrative er description	Con	nparative setting description Commentary vlog	
	Outcomes	Non chronologio Persuasive l	•		rochure		Adventure story	
		Dialogu			ical recount	P	Persuasive advertisement	
		Didloga						
	Maths Units	Y5 Place value within 100,0		1	properties of shapes		ometry- properties of shapes	
		1,000,00		1	sition and direction	Geor	metry- position and direction	
		Addition and subtraction			ecimals		Decimals	
		Multiplication and division		_	ve numbers converting units	_	Negative numbers Measure-converting units	
		Fractions Y4 Place value – 4 digit numbers			ure-volume	'	Measure-volume	
		Addition and subtraction			Decimals		Y4- Decimals	
		Measure – area			Money		Money	
		Multiplication ar	nd division		Time		Time	
				-	gles and 2D shapes	Geor	metry- angles and 2D shapes	
					tatistics		Statistics	
				Geometry- po	sition and direction	Geor	metry- position and direction	

					1	
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?p 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 Improvise	Battle of the Bands
MFL	Numbers t Describing yourse		Tourism and leisure activities		To und	erstand 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		boulesj	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 ink)
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	Flat-file databases Y5	Photo editing Y4	Fact, opinion or belief?	Selection in quizzes Y5	What is my #TechTimetable like?	
		What happens when I search online?	How do companies encourage us to buy online?		What is a bot?	. 0		
	Theme				nding and Respecting Other	rs		
3 /4	Concept	Conflict		Poverty The Secret Diary of Jane Pinny, Victorian House Maid			Sustainability	
B	Key Texts	Race to the Froz Pugs of the Froz		The Secret Diary of Jane	e Pinny, Victorian House Maid	\rib	The Last Bear	
	Topic	Explorer		Victorians		Ariki and the Island of Wonders Renewable energy		
	Enrichment						Boggle Hole	
	Writing	Character des	cription	Narra	ative story		Retell	
	Outcomes	Poetry	•		ary entry	F	nvironmental pledge	
		Non-chronologi			description	_	Innovation	
		Droplet nar	•	_	dvertisement	Letters		
		Setting desc					Letters	
	Maths Units	Place value within 1000		Multiplicat	ion and division		Fractions	
		Addition and su		Length and perimeter		Money		
		Multiplication a	nd division	Fractions			Time	
		Place value- 4-dig				Angles	s and properties of shapes	
		Measure-		Ca	apacity		Statistics	
				De	ecimals	Decimals		
						Geome	etry- angles and 2D shapes	
						Geome	etry- position and direction	
	Humanities	Why did the Anglo-Saxons	How are rivers	How have our homes	Why is London the capital	What was life like in	How do we energise our home and	
		settle in Britain?	formed?	changed over time?	city of England?	Ancient Egypt and what changes did they influence?	country?	
	Science	How are sounds made?	How can we group	How do electric circuits	What are the different functions	How are living things	What are the impacts of changes in	
		(Sound (4))	materials into solids,	work?	of the digestive system?	classified?	environments?	
		, , , , , ,	liquids and gases?	(Electricity	(Animals Including Humans (Y4))	(Living Things and	(Living Things and Their Habitats- Conservation	
			(States of Matter (4))	(Y4))	(Animais including flumans (14))	Their Habitats (Y4))	(Y4))	
	RE	L2.7 What does it mean to be a	Christian in Britain	12.5 Why are festivals impo	rtant to religious communities?	12.9 What can we learn	from religions about deciding what is right and	
	KE	today? Part 2 (Christian)	Cimistian III Di Italii		Muslims and/or Jewish people)		lus and/or Jewish people and/or non-religious	
		L2.8 What does it mean to be a	Hindu in Britain today?	-	to some people? (Christians)	people)		
		Part 2(Hindu)					le think that life is a journey and what significant	
						non-religious people)	Christians, Hindus and/or Jewish people and/or	

	Music	Let Your Spirit Fly	Glockenspiel Stage 1	Stop!	Lean on Me	Blackbird	Reflect, Rewind, Replay	
	MFL	Introducing y Numbers :		Classroo	m instructions	To unde	erstand 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)	Drawing (Growing Artists)		Craft and Design (Fabric of Nature)	unouncity	
			(History Link – Vikings)	Artist Link - Franz Marc		(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	
	Theme			Appre	ciating our diverse world			
	Concept	Beauty	1	We	ell-being		Care	
2	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 et al			the Great Fire of London	Dear Greenpeace Nellie Choc Ice- penguin explorer		
	Topic			The Great	Fire of London	Seaside Saving our Oceans		
	Enrichment		_			St	taycation- Stubbin Wood	
	Writing	Innovati	on	Setting	description		Letters	
	Outcomes	Reviev	V	Diary	y recount		Explanation	
		Retell par	ody	Characte	er description	Adventure stories		

	Brochu	re	postcards		Poetry		
Maths Units	Number to	100	. \	Money		Fractions	
	Addition and sub	traction (1)	Multiplicatio	n and division (1)		Time	
	Addition and sub	traction (2)	Multiplicatio	n and division (2)	Problem solving		
	shapes	S	Height	and length	P	osition and direction	
			Mass, capacit	y and temperature		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?	What makes a good habitat?	What do animals and humans need to survive?	Can you choose suitable materials for different purposes?	What do plants need to grow?	What are the stages of the life cycle? (Animals Including Humans Life cycles)	
	(Living Things and Their Habitats)	(Habitats From Around the World)	(Animals Including Humans- Growth)	(Uses of Everyday Materials)	(Plants)		
RE	1.3 Who is Jewish and what do they believe? (Jewish)	1.6 How and why do we celebrate special	1.2 Who is a Muslim and what do they	1.1 Who is a Christian and what do they believe?	1.4 What can we learn from sacred	1.8 What does it mean to belong to a faith community? (Christians, Muslims and/or	
	, , ,	and sacred times? (Christians, Muslims and/or Jewish people)	believe? (Muslims)	(Christians)	books? (Christians, Muslims and/or Jewish people)	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		,	Textiles (Pouches)		Cooking and Nutrition (A Balanced Diet)	
	Moving Lochness Monster)			(Easter Enterprise)		(PSHE/Science Link – Looking after our	
	(Geography Link – UK)					bodies)	
Art	Drawing (Tell a Story – I	llustration Study)	Painting (Life in Colour)	Sculpture (Clay Houses)	Craft and Design (Map it Out)	Painting (Life in Colour)	
	(English Link –	Key Text)	Artist Study – Henry Matisse	(History Link – Great Fire of London)	Artist Study - Kim	Artist Study – Henry Matisse	
	Artist Link - Bea	triz Vidal		Artist Study - Augusta Savage	Soon-Im		
Design	DT-Mechan	isms	Easter Enterpris	e- Structures- Houses		DT- Textiles- Pouches	
Technology	Moving Mor	nsters			Cooking	g & Nutrition – A balanced diet	
PSHE	Relationships	Bullying Matters (Anti-bullying week	Difference and Diversity	Being Me	Growing Up	Drug Education	
	Exploring Emotions	link)	Being Responsible	Money Matters	Being Safe (RSE link)	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	How do I keep my		It's my choice			
		online?	things safe online?					
		T.			Myself and Others			
	Theme							
	Concept	Being Spe			mmunity	Transformation		
1	Key Texts	Can I build anot		Knighthood for Beginners- by Elys Dolan			The last wolf	
		You Choo		6	and the advance		Clean up	
		Binny's Div	vali	George a	and the dragon		Emily Gravatt – Tidy Hello, Mr World	
	Topic	What makes thing	as special?	Castle	Castles and Kings		Recycle	
	Торіс	vviiat makes tiim	53 Special:	Castic	and Kings		Reduce Reuse Recycle	
	Writing	Poetry	1		Retell		Innovation	
	Outcomes	Fact file			tructions		Setting description	
	Outcomes	Narrativ			Parody		Descriptive writing	
		Invitation			ational diary		Character description	
	Maths Units	Numbers t			bers to 20		Itiplication and division	
	Wattis Offics	Part-whole v			ubtraction within 20	iviu	-	
						_	Fractions	
		Addition wi			bers to 50	٢	osition and direction	
		Subtraction within 10		Introducing length and height			Numbers to 100	
		2D and 3D s	napes	Introducing r	mass and capacity		Money	
					I		Time	
	Humanities	Who are significant people	Why are some places in the world	Why do we have castles & kings?	What do I know about the UK and Bolsover?	What was life like for	Why do we need to recycle?	
		from the past?	hot and some places	α Kiligs:	and Boisover!	my grandparents?		
			cold?					
	Science	What are our five senses of	How are different	How many different	How can different materials be	Why do we have four	What are the different parts of plants and	
		our bodies?	animals compared?	materials can you name?	compared?	seasons?	trees?	
				(Everyday Materials-	(Exploring Everyday Materials)	(Animals Including	(Plants)	
		(Animals inc humans all about	(Animals inc humans	building)	(Exploring Everyddy Materials)	Humans: Life Cycles)	(Fidilis)	
		me)	all about animals)	, o,		, ,		
	RE	1.1 Who is a Christian and	1.6 How and why do	1.2 Who is a Muslim	1.7 How should we care for	1.5 What makes some	e places sacred? (Christians, Muslims and/or	
		what do they believe?	we celebrate special	and what do they	others and the world, and		Jewish people)	
		(Christians)	and sacred times? (Christians, Muslims	believe? (Muslims)	why does it matter? (Christians, Muslims and/or			
			and/or Jewish		Jewish people))			
			people)		Jewish peopley)			
	Music	My musical heartbeat	Dance sing and play	Exploring sounds	Learning to listen	Having fun with improvisation	Let's perform together	
	DT	Textiles (Puppets)			Mechanisms (Making a Moving Book)		Cooking and Nutrition (Smoothies)	
		(Computing Link – Design			,		(PSHE/Science Link – Looking after our	
		character using paint)			(Easter Enterprise)		bodies)	



EYFS Curriculum 2023-2024 — Cycle B

Whaley Thorns Primary School and Nursery

Art	Drawing (Make)	Drawing (Make Your Mark) Sculpture (Paper Play) Painting (Colour Splash)		Craft and	Craft and Design (Woven Wonders)		
	(Geography Link – I	Hot and Cold)	(History Link – Castles)	Artist Link – Clarice Cliff	(Geography Link – Recycling) Artist Link – Ecilia Vicuna		
	Artist Link – N	1ondrian	Artist Link – Jeff Koons				
PSHE	Relationship	Bullying Matters (Anti-bullying week	Difference and Diversity	Being Me	Growing Up	Drug Education	
	Exploring Emotions	link)	Being Responsible	Money Matters	Being Safe (RSE link)	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	Using the internet safely	Digital painting	Always be kind and considerate	Moving a robot	Posting and sharing online	
	Grouping data	Online emotions					

	Autumn		Spring		Summer		
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Theme			Commur	munication			
Concept	Togeth	erness	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	Going on a leaf hunt Leaf Man	The journey Home from grandpas The Train Ride	Snail trail Mad about Minibeasts	Sharing a Shell Tiddler	The odd Fish Somebody swallowed Stanley	
	FS1 – Spine Texts: Super-duper you! Brown bear, Brown bear what do your see? Polar bear, Polar bear what do you hear? 5 senses	FS1- Spine Texts: Owl babies, The squirrels who squabbled, Wide awake hedgehog, Dear Santa, The Nativity	FS1 – Spine Texts: Naughty Bus, don't let the pigeon driver the bus, zoom to the moon, Noah and the very big bat.	FS1 - Spine Texts: Bad tempered ladybird, Growing frogs, The very Busy Spider, Snug as a Bug?	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.	FS1 - Spine Texts: Love our Earth, Tidy, Be green, The great paper Caper, Recycling trucks. FS2 -	
	FS2 -	FS2-	FS2 -	FS2 -	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	Estanto others one-to-one and in small groups. Is able to follow directions (if not intently focused) Estanta Shows variability in listening behaviour. May indicate two-channelled attention.	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. 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	ES1 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. FS2 Understands a range of complex sentence structures including negatives, plurals and tense markers. Links statements and sticks to a main theme or intention.	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. 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	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. FS2 Able to follow a story without pictures or props. Understands questions such as who; why; when; where and how	Uses intonation, rhythm and phrasing to make the meaning clear to others. Builds up vocabulary that reflects the breadth of their experiences. FS2 Able to follow a story without pictures or props. Understands questions such as who; why; when; where and how
Literacy	FS1 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.	FS1 Shows interest in illustrations and words in print and digital books and words in the environment. Handles books and touch screen technology carefully	FS1 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,	FS1 Recognises familiar words and signs such as own name, advertising logos and screen icons. Knows information can be relayed through signs and	Begins to navigate apps and we drop down menu to select we Begins to develop phonologic Shows awareness of rhyme rhythm in spoken words, song	S1 websites on digital media using bisites and icons to select apps. cal and phonemic awareness - and alliteration - Recognises s, poems, and rhymes - Claps or ring sound play - Hears and says
	<u>FS2</u>	and the correct way up with growing competence.	and to tell own stories. Talks about events and principal characters in stories	symbols in various forms. Attempts to write their own name.	the initial so Imitates adults' writing by ma	und in words. king continuous lines of shapes iting) from left to right.

	Enjoys an increasing range of print and digital books, both fiction and non-fiction Can recall and discuss stories or information that has been read to them, or they have read themselves. Gives meaning to the marks they make as they draw, write, paint and type using a keyboard or touchscreen technology	Sometimes gives meaning to their drawings and paintings. FS2 Knows that information can be retrieved from books, computers, and mobile digital devices. Includes everyday literacy artefacts in play, such as labels, instructions, signs, envelopes. Enjoys creating texts to communicate meaning for an increasingly wide range of purposes	and suggests how the story might end. Knows that print carries meaning and, in English, is read from left to right and top to bottom. Makes up stories, play scenarios, and drawings in response to experiences, such as outings. Ascribes meanings to signs, symbols, and words that they see in different places, including those they make themselves. FS2 Uses vocabulary and forms of speech that are increasingly influenced by their experiences of reading. Describes main story settings events and principal	Shows interest in letters on a keyboard, identifying the initial letter of their own name and other familiar words FS2 Begins to recognise some written names of peers, siblings or "Mummy"/"Daddy" for example	sound of their name an F Uses their developing phonic	hapes to represent the initial and other familiar words. S2 knowledge to write things such rogressing to simple sentences
			settings, events and principal characters in increasing detail. Re-enacts and reinvents stories they have heard in their play.			
Phonics	Engages with books and other re Begins to break the flow of spee	and phonemic awareness. Incy words, and to use developing ading materials at an increasingly ch into words, to hear and say the dge by linking sounds to letters, no	deeper level. e initial sound in words and may	start to segment the sounds in	words and blend them together.	
Maths	FS1 Enjoy counting verbally. Points to each item when counting to 5 Uses number names and number language in play.	FS1 Counts up to 5 items, recognising to stop at the last (cardinal principle) Predicts, move and rotates objects to fit the shape. Chooses items based on their shape for the child's purpose.	FS1 Compares groups of up to 5 objects Subitising objects to 3 Responds to and uses positional and directional language.	FS1 Begins to learn that numbers are made up of smaller numbers. Use understanding of number to solves practical problems.	FS1 Recognises numbers 0-10 Links numerals with amounts to 5 Explores using a range of marks that they give mathematic meaning to	FS1 Recognises numbers 0-10 Links numerals with amounts to 5 Explores using a range of marks that they give mathematic meaning to

					1	
	Joins in with simple patterns	Attempts to create arches when	Responds to common shape	Enjoys partitioning and	Begins to recognise that each	Separate a group of objects in
	in games, sounds and	building.	names.	combining shapes to create	counting number is one more	different ways, recognising
	movements.		Creates their own spatial	new ones.	than the one before.	that the total is the same
			patterns.	Finds longer/shorter,	Shows awareness of shape	Explores or adds to an ABAB
		<u>FS2</u>	Recalls a sequence of events.	heavier/lighter.	similarities and difference	pattern
	<u>FS2</u>	To find the total of 2 groups of	FS2	FS2	between objects	
	To count up to 10 objects with		Numbers to 10, Comparing	Numbers to 10, Comparing	<u>FS2</u>	<u>FS2</u>
	1:1 correspondence	To be able to count to 10	numbers to 10, adding to 10,	numbers to 10, adding to 10,	Counting on and back,	Counting on and back,
	To match quantities to	independently.	measures – length, width &	measures – length, width &	numbers to 20, number	numbers to 20, number
	numeral	To order numbers to 10	height, Number bonds to 10,	height, Number bonds to 10,	patterns, shape – composing	patterns, shape – composing
	To identify 2D shapes and talk	Linked text- 10 little pumpkins	subtraction, exploring	subtraction, exploring	and decomposing shapes,	and decomposing shapes,
	about their properties.		patterns.	patterns.	measures – volume &	measures – volume &
	Linked text- 10 Little		Linked text-10 Little pirates	Linked text- 10 little bugs	capacity, sorting, time.	capacity, sorting, time.
	superheroes			Christopher's caterpillars	Linked text-How many Legs	
					<u>Pattern Fish</u>	
Understanding th	<u>Developing Experts</u>	Developing Experts	Developing Experts	Developing Experts	Developing Experts	<u>Developing Experts</u>
World	Seasonal Changes-	Seasonal Changes- Autumn	Seasonal Changes- Spring	Seasonal Changes- Spring	Seasonal changes- Summer	Seasonal changes- Summer
	Autumn	Linked text- TREE, Poetry basket	Linked text- The little seed,	Linked Text - Lifecyle's – Frog,	Linked Text - Sun safety, Hello	Linked text: What to look for
FS2 ONLY	Linked text- The little red	Autumn	That's not a daffodil, poetry	Butterfly, poetry basket	Summer, poetry basket	in Summer, poetry basket
	Hen (harvest books) Room		basket Spring.	Spring.	Summer.	Summer.
	on a Broom. Poetry basket					51
	Autumn	we use to describe Autumn?	Space- I can name the eight	Food- Where does it come	Materials	Plants- labelling parts
	Over Parke	DE.	planets.	from?	D.F.	Life Coolee whente and
	Our Body Linked Text- My Five	<u>RE</u>	DE	DE.	RE	Life Cycles- plants and animals (including humans)
	Senses	What times are special and why? Which people are special	RE Which places are special and	RE Which places are special and	Where do we belong?	animais (including numans)
	Senses	and why?	why? What would we find in	why?		<u>RE</u>
	<u>RE</u>	Rama and Sita story	a church?	'The Easter Story'		What is special about our
	Which stories are special	'The Christmas Story'.	a criaren.	The Easter Story		world?
	and why?	,				
	Geography	Geography	Geography	Geography	Geography	Geography
	Who are the people that		What is a map?	Does everyone live in a house	Does everyone go to the	Why do we need to put litter
	help us in our community?	What do people celebrate?		like mine?	same place on holiday?	in the bin?
				<u>History</u>		<u>History</u>
		Who are famous people and		Has anyone ever owned a pet		What can I do now that I
	History	characters from the past?	<u>History</u>	dinosaur?	<u>History</u>	couldn't do when I was a
	How has our local area	History	How has transport changed		What were toys like long	baby?
	changed?	<u>History</u>	over the years ?		ago?	
		What is my family like and how has			Nath and state of the state of	
		it changed?			What did our Grandparents	
					do in the Summer holidays?	
		Computing				
		Bee-Bots adventures				

Personal, Social	Families and	Friendships	' ,	elves and Others	Keeping Safe		
and Emotional Development	Bullying	Matters	Money a	and Work	Growing and Changing		
FS2 ONLY							
Physical	FS1	FS1	FS1	FS1	FS1	FS1	
Development	Outdoor Learning	Outdoor Learning	Outdoor Learning	Outdoor Learning	Outdoor Learning	Outdoor Learning	
	Fastening coats – zips/	Exploring effect of physical	Fine motor activities –				
	buttons/poppers	activity on their bodies	threading, cutting, using	threading, cutting, using	threading, cutting, using	threading, cutting, using tools,	
	buttons/poppers	detivity on their bodies	tools, holding a pencil, dough	tools, holding a pencil, dough	tools, holding a pencil, dough	holding a pencil, dough disco.	
	Getting dressed	Using one handed equipment	disco.	disco.	disco.	moraling a perion, adagit alsee.	
		and tools safely – scissors,	G.555.	0.000		Taking practical action to	
	Recognising body parts	hammers, pencils	Hold jugs and containers		Use balancing apparatus.	reduce risk.	
			confidently and pour from	Taking turns to share	0.11		
	Personal hygiene and	Using tools with a dominant	one container to another.	equipment through	Run skilfully and negotiate	Running / moving with spatial	
	handwashing	hand		communication.	space	awareness	
			Balancing and shifting weight		·		
	Toileting	Filling and emptying	to improve stability.	Negotiating space	Ball skills – throwing and	Ball skills – throwing and	
	_	containers		successfully	catching.	catching.	
	Climbing – alternate feet and		Negotiating space				
	safely	Climbing – alternate feet and	successfully		Adjusting speed to avoid	Avoiding obstacles when	
		safely		Using bikes / scooters to a	obstacles (bikes and	running/hopping/	
	Moving equipment safely with		Using bikes / scooters /	controlled stop,	scooters)	skipping	
	peers	Moving equipment safely with	climbing frame in different				
		peers	ways	Use climbing frame in	Plan movements e.g around	Taking part in group games	
	Manipulating tools and			different ways	an obstacle course.	with support from an adult	
	equipment in one hand	FS2	Manipulating one handed				
	paintbrushes and scissors		tools and equipment	FS2	FS2		
		Outdoor Play	effectively and safely			FS2	
	FS2	Fine Motor Control		Outdoor Play	Outdoor Play		
			FS2	Fine Motor Control	Fine Motor Control	Outdoor Play	
	Outdoor Play		0.1.51			Fine Motor Control	
	Fine Motor Control	Movement to music- moving	Outdoor Play				
		freely.	Fine Motor Control	Teamwork and games-	Body balance / using		
	Blading Constant to the total	Dalling G. Con Pro-		communication	equipment e.g., bean bags.	Teamwork and games –	
	Playtime Games – taking turns	Rolling & Crawling	Dala sa / Castal	D	The state O collability	following rules.	
	& Sharing		Balance / Control.	Running & Jumping	Throwing & catching	Dall skills as at wall and	
	Missle and Hasle mening		(Yoga/Gymnastics)			Ball skills- control and	
	Wiggle and jiggle - moving	Dovoloning large movements				coordination	
	freely.	Developing large movements, following instructions & taking	Changes in movements	Developing large movements,	Developing large		
		turns.	direction/ stopping	following instructions &	movements, following		
		turns.	unection, stopping	taking turns.	instructions & taking turns.	Developing large movements,	
	Developing large movements,		Developing large	taking turns.	mistractions & taking turns.	following instructions & taking	
	following instructions & taking		movements, following			turns.	
	turns.		instructions & taking turns.			turns.	
	turns.		moductions & 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	Painting (Paint My World) Skills: Finger Painting, Outdoor Painting, Painting to Music Artist Link – Jackson Pollock	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)	Craft and Design (Let's Get Crafty) (Science Link – Seasonal Changes) Artist Link - <u>Yulia Brodskaya</u>	Sculpture (Creation Station) Artist Link – Pippa Hill DT – Textiles (Flower Threading) (Science Link – Plants)
	Box) (Science Link – Seasonal Changes)	DT – Sculpture (Diya Lamp) (RE Link – Diwali)		DT – Cooking and Nutrition (Baking using local produce) (Easter Enterprise)		(osienee ziink i isine)
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		Kindness Curriculum- Janua humility March – compas	travaganza ry – self- acceptance February - ssion/empathy April – trust ul things you will be.	Kindness Curriculum- May – h	ner Fayre nonesty June - collaboration July – mour makes us strong