

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



Autumn- Science focus	Spring- History focus	Summer- Geography focus- Conservation
<b>Year 6 Responsibility</b>		
Evolution Change	WW2 Courage	Climate Change Choice
<b>Year 4 &amp; 5 Cycle A- Conviction</b>		
Anglo Saxons/South America Power	E-Safety Fairness	Biomes Punishment
<b>Year 4 &amp; 5 Cycle B- Integrity</b>		
Space Belief	Ancient Greece Faith	Protecting the Rainforests Consequence
<b>Year 3 &amp; 4 A-Leadership</b>		
Settlers Protection	Tudors & Treason Honesty	The Romans Legacy
<b>Year 3 &amp; 4 Cycle B- Understanding and Respecting others</b>		
Explorers Conflict	Victorians Poverty	Renewable Energy Sustainability
<b>Year 1 &amp; 2 Cycle A Appreciating our diverse world</b>		
Around the World Beauty	Great fire of London Well-being	Saving our oceans Care
<b>Year 1 &amp; 2 Cycle B Myself and Others</b>		
Being Special Special	Castles & Kings Community	Recycling Transformation/Difference
<b>EYFS Communication</b>		
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 Converting Units		Ratio a Algebra Decimals & Percentages Statistics Measure- Perimeter, Area and Volume		Geometry- properties of sha[pes 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, 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)	

	<b>Music</b>	Music and Technology	Developing ensemble skills	Creative Composition	Musical styles connect us	Improvising with confidence	Farewell tour
	<b>MFL</b>	Time		Directions		Seasons/Weather	
	<b>DT</b>		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)	
	<b>Art</b>	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
	<b>PSHE</b>	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
	<b>PE</b>	Tennis Tag Rugby	Yoga Health & Fitness	Uni-hockey Gymnastics	Basketball Foot-Golf	Athletics Cricket	Movement to Music OAA
	<b>Computing</b>	Computers & Networks - Communication & collaboration	Data & Information - Introduction to spreadsheets	Creating Media - 3D Modelling		Computational Thinking & Programming - Sensing Movement	
		Online Education - Life online	Online Education - Sharing online	Online Education - Creating a positive online reputation	Online Education - Capturing evidence	Online Education - Life online	Online Education - Sharing online
4/5 A	<b>Theme</b>	<b>Conviction</b>					
	<b>Concept</b>	Power		Fairness		Punishment	
	<b>Key Texts</b>	Anglo Saxon Boy		Hacker		Holes	

Topic	Anglo Saxons/ South America		E-Safety		Biomes	
Enrichment					Year3-5 Mount Cook Residential	
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	Year 5 Place value within 100,000 Place value within 1,000,000 Addition and subtraction Multiplication and division Fractions Year 4 Place value – 4-digit numbers Addition and subtraction Measure – area Multiplication and division		Year 5 Multiplication and division Fractions Decimals and percentages Measure- perimeter and area Graphs and tables Year 4 Multiplication and division Length and perimeter Fractions Decimals		Year 5 Geometry- properties of shapes Geometry- position and direction Decimals Negative numbers Measure-converting units Measure-volume Year 4 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)	

	<b>Music</b>	Musical Structures	Explore Feelings When You Play	Compose With Your Friends	Feelings Through Music	Expression and Improvisation	The Show Must Go On
	<b>MFL</b>	Days of the week and months of the year Numbers 1-31		Human Body		Leisure activities	
	<b>DT</b>	Electrical Systems (Doodlers)			Textiles (Dream Catchers)  (Easter Enterprise) (Geography Link – South America)		Digital World (Monitoring Devices)
	<b>Art</b>		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	
	<b>PSHE</b>	Relationships (RSE Link)	Bullying Matters (Anti-bullying week link)	Difference and Diversity	Being Me	Growing Up (RSE link)	Drug Education
	<b>PE</b>	Football Swimming – Year 4 & 5	Gymnastics Swimming Year 4 & 5	Movement to Music – Health & Fitness	Dodgeball Yoga	Athletics OAA	Cricket Netball
	<b>Computing</b>	Computers & Networks - The Internet	Data & Information - Investigating weather	Creating Media - Vector Graphics		Computational Thinking & Programming - Repetition In shape	
		Online Education – Online protection	Online Education – Online communication	Online Education – Online Reputation	Online Education - Online Bulling	Online Education – Online protection	
<b>¾ A</b>	<b>Theme</b>	<b>Leadership</b>					
	<b>Concept</b>	Protection		Honesty		Legacy	
	<b>Key Texts</b>	<u>The Stolen Spear</u> Stig of the Dump The Boy with the Bronze Axe		Treason		Empires End- A Roman Story Escape from Pompeii A gladiator stole my Lunchbox	
	<b>Topic</b>	Settlers		Tudors & Treason		The Romans	

	<b>Enrichment</b>				<b>Year 3-5 Mount Cook Residential</b>	
	<b>Writing Outcomes</b>	Dialogue Report Poetry Bee leaflet		Battle recount Biography Narrative viewpoints Retell travel guide		Setting description News report Character description Climate change letters
	<b>Maths Units</b>	Year 3 Place value within 1000 Addition and subtraction Multiplication and division Place value- 4-digit numbers Measure- area Year 4 Place value – 4-digit numbers Addition and subtraction Measure – area Multiplication and division		Year 3 Multiplication and division Length and perimeter Fractions Mass Capacity Year 4 Multiplication and division Length and perimeter Fractions Decimals		Year 3 Fractions Money Time Angles and properties of shapes Statistics Decimals Year 4 Geometry- angles and 2D shapes Geometry- position and direction Year 4 Decimals Money Time Geometry- angles and 2D shapes Statistics Geometry- position and direction
	<b>Humanities</b>	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?
<b>Science</b>	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))
<b>RE</b>	L2.7 What does it mean to be a	L2.8 What does it mean to be a Hindu in Britain today? (Hindu)	L2.2 Why is the Bible so important for	L2.5 Why are festivals important to religious communities? (Christians,	L2.1 What do different people	L2.4 Why do people pray? (Christians, Hindus and/or Muslims)

	Christian in Britain today? (Christian)		Christians today? (Christians)	Hindus and/or Muslims and/or Jewish people)	believe about God? (Christians, Hindus and/or Muslims)	
<b>Music</b>	Writing Down Music	Playing in a Band	Composing Using Your Imagination	More Musical Styles	Enjoy Improvisation	Opening Night
<b>MFL</b>	Numbers 1-20 Greetings		Describing yourself		Food and drink Ordering at a café	
<b>DT</b>		Digital World (Electric Charms)		Textiles (Cushions)  (Easter Enterprise) (History Link – Tudors)		Electrical Systems (Torches)
<b>Art</b>	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	
<b>PSHE</b>	Relationships (RSE Link)	Bullying Matters (Anti-bullying week link)	Difference and Diversity	Being Me	Growing Up (RSE link)	Drug Education
<b>PE</b>	Football Swimming – Year 4	Gymnastics Swimming – Year 4	Movement to Music – Health & Fitness	Dodgeball Yoga	Athletics OAA	Cricket Rounders
	Computers & Networks - The Internet	Data & Information - Branching Databases	Creating Media – Photo Editing		Computational Thinking & Programming - Sequencing Sound	
<b>Computing</b>	Online Education – What happens when I search online	Online Education – How do companies encourage us to buy online	Online Education – Fact, opinion or belief	Online Education – What is a bot?	Online Education – What happens when I search online	
<b>Theme</b>	Appreciating our diverse world					



Year 1/2	<b>Concept</b>	Beauty		Well-being		Care		
	<b>Key texts</b>	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		
	<b>Topic</b>	Around the world		The Great Fire of London		Saving our Oceans		
	<b>Enrichment</b>					Year 2 Staycation		
	<b>Writing Outcomes</b>	Innovation Review Retell parody Brochure		Setting description Diary recount Character description postcards		Letters Explanation Adventure stories Poetry		
	<b>Year 2 Maths Units</b>	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		
	<b>Year 1 Maths Units</b>	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		
	<b>Humanities</b>	Who are the famous people who have influenced our world?	How would my life be different if I lived in Kenya?	What lessons did we learn from the Great Fire of London?	What makes the UK special?	How have the Victorians influenced our lives today?	Why do some people love to be by the sea?	
	<b>Science</b>	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)	
	<b>RE</b>	1.3 Who is Jewish and what do they believe? (Jewish)	1.4 What can we learn from sacred books?	1.2 Who is a Muslim and what do they believe? (Muslims)	1.1 Who is a Christian and what do they believe? (Christians)	1.6 How and why do we celebrate	1.8 What does it mean to belong to a faith community? (Christians, Muslims and/or Jewish people)	



		(Christians, Muslims and/or Jewish people)			special and sacred times? (Christians, Muslims and/or Jewish people)	
<b>Music</b>		Pulse, Rhythm and Pitch  Playing in an orchestra	Inventing a musical story	Recognising different sounds	Exploring improvisation	Our big concert
<b>DT</b>		Mechanisms (Making a Moving animal)  (Geography Link - Kenya)		Textiles (Pouches)  (Easter Enterprise)		Cooking and Nutrition (A Balanced Diet)  (PSHE/Science Link – Looking after our bodies)
<b>Art</b>	Drawing (Tell a Story – Illustration Study)  (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
<b>PSHE</b>	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
<b>PE</b>	Multi-Skills: Running & Jumping Throwing & catching.	Movement to Music - Gymnastics	Health & Fitness - Yoga	Team Games - Attacking & Defending	Athletics – Sports Day	Invasion Games – Bats & Balls
<b>Computing</b>	Computers & Networks - IT around us	Data & Information - Pictograms	Creating Media - Digital photography		Computational Thinking & Programming – Robot Algorithms	
	Online Education – What happens when I post online	Online Education – How do I keep my things safe online?	Online Education – Who should I ask?	Online Education – It's my choice	Online Education – What happens when I post online	

EYFS- A	Autumn		Spring		Summer	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<i>Theme</i>	Communication					
<i>Concept</i>	Togetherness		Curiosity		Kindness	
<i>Topic</i>	'Amazing Me!'	'Magical Lands'	'Let's explore'	'Once Upon a Time...'	'Houses and Homes'	'Changes and Growing'
<b>Core Texts</b>	Who Are You Marvellous Me Incredible You Super Duper you! All About Friends A Different Sort of Normal	Room on the Broom Where the Poppies Now Grow Binny's Diwali Stickman The Christmas Story Christmasaurus The Snowman	We're Going on a Bear Hunt Handa's surprise The Train Ride We're Going on a Dragon Hunt Emma Jane's Aeroplane, Hundred Decker Bus	Goldilocks and the Three Bears Little Red Hen Hansel and Gretel The Gingerbread Man The Three Billy Goats Gruff	The Three Little Pigs Martha Maps it Out There's No Place Like Home, The Pirate House This is Our House	Jack and the Beanstalk Jasper's Beanstalk Oliver's Vegetables The Growing Story Sam Plants a Sunflower Bloom.
<b>Communication and Language</b>  <b>Listening, Attention and Understanding (L,A,A)</b> <b>-Speaking (S)</b>	<p><u>FS1</u> (L,A,U) Starts to listen to adults around them and will respond to very simple requests, usually on their own terms. (S) Pupils are starting to communicate through words and gestures.</p> <p><u>FS2</u> (L,A,A) Begins to show the physical attributes of a good listener (sit, look, listen, simple comprehension and memory). (S) Begins to show physical attributes of a good speaker, e.g. face the person they are communicating with etc.</p>	<p><u>FS1</u> (L,A,U) More likely to listen to and respond to a simple request or instruction. Starts to understand more of the 'F1-specific' vocabulary. (S) Regular plural forms are consistent. Uses 'is', 'are', 'am' in a sentence.</p> <p><u>FS2</u> (L,A,A) Demonstrates good listening through increased interaction. (S) Starts to interact with more confidence.</p>	<p><u>FS1</u> (L,A,U) Responds to simple questions and attempts to answer by speaking, pointing or gesturing. (S) Pupils are starting to engage in longer dialogues.</p> <p><u>FS2</u> (L,A,A) Shows an understanding of a broader vocabulary. (S) Starts to use more appropriateness structure and vocabulary.</p>	<p><u>FS1</u> (L,A,U) Can listen for a longer period of time but will need prompting to maintain focus. Will use characters in their play but not necessarily the features of the characters or the events from a story. (S) Pupils are starting to engage in longer dialogues.</p> <p><u>FS2</u> (L,A,A) Initiates interactions and shows an understanding of more-complex questions. (S) Uses more complex vocabulary.</p>	<p><u>FS1</u> (L,A,U) Is starting to use some new vocabulary and join in with songs, stories and rhymes. (S) Pupils are more confident when using fantasy language in play.</p> <p><u>FS2</u> (L,A,A) Begins to express own opinions and justify them. (S) Begins to articulate their own thoughts and ideas. Uses talk for a range of purposes.</p>	<p><u>FS1</u> (L,A,U) Can remember the main events in a story and will follow a single instruction with little support. Begins to show the physical attributes of a good listener (sit, look, listen, simple comprehension and memory). (S) Knows some colours and prepositions.</p> <p><u>FS2 -ELG</u> (L,A,A) Early learning goal 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</p>

						<p>questions to clarify their understanding. Hold conversation when engaged in back and forth exchanges with their teacher and peers. (S) Participate in small groups, 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, non-fiction, 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.</p>
<p>Literacy -comprehension (C) - word reading (WR) -writing (W)</p>	<p><u>FS1</u> (C) Likes to read a book with an adult. (WR) Identifies environmental sounds and can copy/repeat some.  <u>FS2</u> (C) Shows an interest in reading often choosing a book to look at themselves or with friends. (WR) Beginning to link graphemes and phonemes.</p>	<p><u>FS1</u> (C) Will talk about the pictures and what is happening. (WR) Identifies instrumental sounds and can copy/repeat some.  <u>FS2</u> (C) Listens to a story and can give simple details about the story. Starts to use some of the events in their own play. (WR) Links phonemes to every letter of the alphabet and beginning to blend them in words.</p>	<p><u>FS1</u> (C) Knows where to find the story on the page. (WR) Explores different ways of making sounds with their bodies, sings songs and rhymes independently.  <u>FS2</u> (C) Can answer questions about the content of a book and shows an interest in reading by themselves. (WR)</p>	<p><u>FS1</u> (C) Can identify some signage in the classroom. (WR) Hears initial sound phonemes and applies knowledge to alliteration.  <u>FS2</u> (C) Shows a preference for a book, story type, genre, author. Chooses to read to friends. Likes to join in with reading in class. (WR) Beginning to apply knowledge of long vowels in their reading of sentences.</p>	<p><u>FS1</u> (C) Can talk about the characters in a story. (WR) Explores and creates sound words. Claps syllables in words.  <u>FS2 – ELG</u> (C) Can answer more-complex questions about books and stories. (WR) Reads HFW from Phase 3 letters and sounds.</p>	<p><u>FS1</u> (C) Can talk about the story events in simple terms. (WR) Reads some meaningful key words and can orally segment and blend words.  <u>FS2 – ELG</u> (C) Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p>

						<p>Anticipate (where appropriate) key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p>(WR)</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 with their phonic knowledge, including some common exception words.</p> <p>(W)</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>
<b>Phonics</b>	<p><b>FS1</b>  Foundations for Phonics develops children’s phonological and phonemic awareness through fun, engaging games and nursery rhymes. There are two aspects to Foundations for Phonics: Rhyme time and Tuning into sounds. Rhyme time explores rhyme to build up a bank of shared language, develop children’s understanding of the world and familiarity with the sounds in words. Tuning into sounds teaches phonological and phonemic awareness through games.</p> <p><b>FS2</b>  Begins to develop phonological and phonemic awareness.  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.  Engages with books and other reading materials at an increasingly deeper level.  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.  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>					
<b>Maths</b>	White Rose, NCETM Mastery Number	White Rose, NCETM Mastery Number	White Rose, NCETM Mastery Number	White Rose, NCETM Mastery Number	White Rose, NCETM Mastery Number	White Rose, NCETM Mastery Number

<b>Number (N)</b> <b>Numerical patterns (NP)</b> <b>Shape, Space and Measure (S,S,M)</b>	<u>FS1</u> (N) Starts to use some number names and starts to ascribe names to objects in a rhythmical way. (NP) Counts rhythmically and can count in songs and rhymes. (S,S,M) Builds using different equipment of different sizes and shapes.	<u>FS1</u> (N) Can identify 1 and 2 objects when asked. (NP) Starts to use number comparison language. (S,S,M) Talks about their models and what they used to build their models, identifying different bricks and colours.	<u>FS1</u> (N) Subitises and counts to 3. (NP) Enjoys counting as far as they can and uses numbers in their play. (S,S,M) Sorts using simple criteria.	<u>FS1</u> (N) Notices the last number said when counting. (NP) Can say what number comes next when counting and singing number songs. (S,S,M) Starts to identify simple patterns.	<u>FS1</u> (N) Counts up to five and is starting to understand cardinal principle. (NP) Can use "more than" to identify different groups. (S,S,M) Makes simple comparisons.	<u>FS1</u> (N) Uses number in play. Can identify numerals to 5. (NP) Can identify when two groups have the same number. (S,S,M) Starts to use simple shape names.
	<u>FS2</u> <b>Linked text- 10 Little superheroes</b> (N) Counts objects and selects the numeral card (1-5). (NP) Uses the language of counting confidently and as part of play. (S,S,M) Identifies simple 2D shapes in the environment.	<u>FS2</u> <b>Linked text- 10 little pumpkins</b> (N) Uses five frames and talks about the significance of the formation. Counts the total number of objects in two groups. (NP) Starts to understand one more and one less. (S,S,M) Knows that the world is made of 2D and 3D shapes. Recognises 2D shapes and their properties.	<u>FS2</u> <b>Linked text-10 Little pirates</b> (N) Subitises to five. Counts on without starting at 1. (NP) Identifies patterns in the number system, for example, finding all the numbers that include 5 on a 100 square, exploring odds and evens and doubles. (S,S,M) Knows some units of measure.	<u>FS2</u> <b>Linked text- 10 little bugs</b> (N) Uses 10 frames and talks about the arrangements. Starts to estimate. (NP) Can use more, fewer, less when talking about numbers and quantities. (S,S,M) Uses language of time when talking about the day and events in their life. Recognises some 3D shapes.	<u>FS2</u> <b>Linked text-How many Legs</b> (N) Orders, identifies, subitises, combines and manipulates numbers to 10. (NP) Knows 1 more/less than. (S,S,M) Recognises mathematical features of some shapes. Starts to explore problems including shape.	<u>FS2 - ELG</u> (N) Have a deep understanding of number to 10, including the composition of each number. Subitise (recognition quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. (NP) Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. (S,S,M) (not an ELG) Problem solves using what they know about measure.

<p><b>Understanding the World</b></p> <p><b>Past and Present (PP)</b></p> <p><b>People, Culture and Communities (P,C,C)</b></p> <p><b>The Natural World (NW)</b></p>	<p><u>RE</u></p> <p>Why is the word God so important to christians?</p>	<p><u>RE</u></p> <p>Why do Christians perform nativity plays at Christmas?</p>	<p><u>RE</u></p> <p>Being special: where do we belong?</p>	<p><u>RE</u></p> <p>Why do Christians put a cross on their easter garden?</p>	<p><u>RE</u></p> <p>Which places are special and why?</p>	<p><u>RE</u></p> <p>Which stories are special and why?</p>
	<p><u>FS1</u> (PP)</p> <p>Children start to be curious about the people around them. They show interest in characters in stories and also people in school. (P,C,C)</p> <p>Children notice differences in story books etc. (NW)</p> <p>Children start to explore the environment around them.</p> <p><u>FS2</u> (PP)</p> <p>Can talk about their own family and the people around them describing features about them. (P,C,C)</p> <p>Knows features of their own environment. (NW)</p> <p>Notices features of the immediate environment.</p> <p><b>Linked text</b> - Poetry basket Autumn, My Five Senses</p>	<p><u>FS2</u> (PP)</p> <p>Starts to talk about the passage of time and understands significant events in their own timeline. (P,C,C)</p> <p>Knows some features of a different environment and what makes it different. (NW)</p> <p>Starts to talk about changes like the weather.</p>	<p><u>FS1</u> (PP)</p> <p>Children show an interest in the people in their family and can tell some simple facts about their family. They recognise some families have similar features. (P,C,C)</p> <p>Makes connections between the features of their family and other families. (NW)</p> <p>Children start to notice when things have changes with support from an adult.</p> <p><u>FS2</u> (PP)</p> <p>Starts to understand events outside their own timeline. Understands 'different'. (P,C,C)</p> <p>Knows there are locations beyond their own and that these are represented in different ways. (NW)</p> <p>Starts to show curiosity and wonder when involved in investigations.</p> <p><b>Linked text</b> - Poetry basket Spring</p>	<p><u>FS2</u> (PP)</p> <p>Talks about events of personal significance. Starts to understand 'similarity'. (P,C,C)</p> <p>Knows that there are different and significant celebrations. (NW)</p> <p>Shows some understanding of difference.</p>	<p><u>FS1</u> (PP)</p> <p>Children start to use simple language about the passage of time. They comment on photographs and images and can talk about similarities and differences in simple terms. (P,C,C)</p> <p>Knows simple features of their own environment. (NW)</p> <p>Children start to understand they can influence their environment and make changes to the space around them.</p> <p><u>FS2</u> (PP)</p> <p>Sequences events using time-specific vocabulary. (P,C,C)</p> <p>Identifies some features of personal significance and some features that others find significant. (NW)</p> <p>Starts to talk about the passage of time in relation to changes.</p> <p><b>Linked text</b> - Poetry basket Summer, The Hungry Caterpillar</p>	<p><u>FS2 – ELG</u> (PP)</p> <p>Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling. (P,C,C)</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on experiences and what has been read in class. Explain some similarities and differences between life in the country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. (NW)</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments,</p>



						<p>drawing on their experiences and what has been read in class.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>
<p><b>Personal, Social and Emotional Development</b></p> <p><b>Self-Regulation (SR)</b></p> <p><b>Managing Self (MS)</b></p> <p><b>Building Relationships (BR)</b></p>	<p>Safe Relationships Bullying Matters</p> <p><u>FS1</u> (SR)</p> <p>Knows what is expected in school in very simple terms for example, knows where to put their coat. Has some awareness of self and others. (MS)</p> <p>Shows more independence and more confidence to make choices for themselves. (BR)</p> <p>Forms an attachment with an adult in the setting.</p> <p><u>FS2</u> (SR)</p> <p>Begins to develop confidence and cooperation. (MS)</p> <p>Begins to develop confidence with children and sustained interest in play. Manages coat and toilet with help, and cutlery. (BR)</p> <p>Shows friendly behaviour, contributing to increasingly positive play and relationships. Beginning to respond to adults well.</p>	<p>Safe Relationships Bullying Matters</p> <p><u>FS1</u> (SR)</p> <p>Asserts themselves as an individual person with likes and dislikes. (MS)</p> <p>Shows awareness that things don't always go their way and has more flexibility when things are different. (BR)</p> <p>Plays alongside other children.</p> <p><u>FS2</u> (SR)</p> <p>Increasing ability to share, recognises emotions of self and shows good manners. (MS)</p> <p>Builds own confidence with adults. Responds increasingly well to positive and negative experiences. Manages jumper and toilet independently. (BR)</p> <p>Initiates play, recognises some emotions better and follows instructions.</p>	<p>Belonging to a Community Media Literacy and Digital Resilience</p> <p><u>FS1</u> (SR)</p> <p>Finds what they want to play with and stays with the activity for longer periods of time. Accepts help from adults when they need it. (MS)</p> <p>Starts to comply with the boundaries of school knowing there are rules. Shows an awareness of how their choices may effect and involve others around them. (BR)</p> <p>Starts to 'dip' into others' play.</p> <p><u>FS2</u> (SR)</p> <p>Beginning to find ways to resolve conflicts. Cooperates increasingly with routines. (MS)</p> <p>Develops confidence in new situations. Understands classroom expectations. (BR)</p> <p>Can identify when they require support or help. Can start to play in a group more effectively.</p>	<p>Belonging to a Community Media Literacy and Digital Resilience</p> <p><u>FS1</u> (SR)</p> <p>More aware of other children around them and starts to interact. Is able to make simple choices. (MS)</p> <p>Seeks out adults for specific help. Begins to accept the needs of others. (BR)</p> <p>Shows more awareness of others in the setting and starts to interact during play.</p> <p><u>FS2</u> (SR)</p> <p>Starts to consider the feelings of others. (MS)</p> <p>Begins to develop a positive self-image. Increased understanding of behaviour expectations and why the expectations exist. (BR)</p> <p>Increasingly able to share, take turns and respond positively to other children.</p>	<p>Physical Health and Mental Wellbeing Growing and Changing</p> <p><u>FS1</u> (SR)</p> <p>Starts to be more confident to play with others and is beginning to self-regulate in play situations. (MS)</p> <p>More aware of others around them and the need to take account of others around them. Has some accountability for their actions. (BR)</p> <p>Shows interest in other children's play and may start to observe with interest and join in the game.</p> <p><u>FS2</u> (SR)</p> <p>Begins to understand how others might be feeling, to show empathy. (MS)</p> <p>Increased confidence and resilience and this can include supporting peers. (BR)</p> <p>Starts to understand the needs of other children and their own feelings.</p>	<p>Physical Health and Mental Wellbeing Growing and Changing</p> <p><u>FS1</u> (SR)</p> <p>Starts to show responsibility for their own feelings and their own play. (MS)</p> <p>Able to manage a task seeing it through from beginning to end. Showing independence in their choices. (BR)</p> <p>Joins in with others' play.</p> <p><u>FS2 -ELG</u> (SR)</p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>Give focused attention to what teachers says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. (MS)</p> <p>Be confident to try new activities and show</p>



						<p>independence, resilience and perseverance in the face of challenge.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>(BR)</p> <p>Work and play cooperatively and takes turns with others.</p> <p>Form positive attachments to adults and friendships with peers.</p> <p>Show sensitively to their own and to others' needs.</p>
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<b>Physical Development</b>  <b>Gross motor skills (GMS)</b> <b>Fine motor skills (FMS)</b>	<u>FS1</u> <u>(GMS)</u> Can use their strength to move from one thing to another. <u>(FMS)</u> Uses a range of tools and equipment.	<u>FS1</u> <u>(GMS)</u> Shows some control over their choice of tools. <u>(FMS)</u> Uses a range of tools and equipment with some control.	<u>FS1</u> <u>(GMS)</u> Shows increasing development of control over trickier tools, e.g. a flag, a spade. <u>(FMS)</u> Starts to recognise the changes they can make using tools and equipment.	<u>FS1</u> <u>(GMS)</u> Starts to control the body to work with others. <u>(FMS)</u> Shows more fine motor control with tools.	<u>FS1</u> <u>(GMS)</u> Shows good control in large movements like changing direction when running. <u>(FMS)</u> Shows finer control with smaller tools whilst still needing some help with tricky things like buttons.	<u>FS1</u> <u>(GMS)</u> Begins to control smaller tools. <u>(FMS)</u> Be more in control of the tools being used, e.g., can make some more-controlled marks with crayons and pencils.
	<u>FS2</u> <u>(GMS)</u> Shows an increasing awareness of what their own body can do. Engages with physical play. <u>(FMS)</u> Begins to make marks and shapes using simple equipment.	<u>FS2</u> <u>(GMS)</u> Becomes increasingly aware of the space around them and what they can do in the space. <u>(FMS)</u> Uses a wider range of equipment to make more-refined shapes and marks, models and construction.	<u>FS2</u> <u>(GMS)</u> Refines the way they move in the space around them. <u>(FMS)</u> Adds more detail to shapes and objects created as control increases.	<u>FS2</u> <u>(GMS)</u> More confident and proficient in their movements and in using objects and equipment. <u>(FMS)</u> Shows increased control to use a range of tools to create more-complex shapes, objects and writing.	<u>FS2 - ELG</u> <u>(GMS)</u> Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. <u>(FMS)</u> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing.	

<p><b>Expressive Art and Design</b></p> <p><b>Creating with materials (CM)</b></p>	<p>Painting (Paint My World) Skills: Transient Art, Landscape Collage, Group Art Artist Link – Wassily Kandinsky</p> <p><u>F1</u> (CM) Shows an interest in making marks and controlling the tools and equipment needed to manipulate marks on the paper.</p> <p><u>F2</u> (CM) Begins to understand colour, shape and space. Knows how to put things together in a basic way.</p>	<p>Painting (Paint My World) Skills: Transient Art, Landscape Collage, Group Art Artist Link – Wassily Kandinsky</p> <p>DT – Sculpture (Diya Lamp) (RE Link – Diwali)</p>	<p>Drawing (Marvellous Marks – Portraits) (PSHE Link – Being Me) Artist Link – Pablo Picasso</p> <p><u>F1</u> (CM) Experimentation of marks and mark making using colour, texture and senses.</p> <p><u>F2</u> (CM) Pupils are clearly representational and outcomes have a more easily identifiable purpose.</p>	<p>Drawing (Marvellous Marks – Portraits) (PSHE Link – Being Me) Artist Link – Pablo Picasso</p> <p>DT – Hanging Egg Decoration) (Easter Enterprise) (RE Link – Easter Story)</p>	<p>Sculpture (Salt Dough Houses) (Topic Link – Houses and Homes) Artist Link - Ron Nagle</p> <p>DT – Structures (Houses) (Science Link – Materials)</p> <p><u>F1</u> (CM) More-deliberate use of materials and colour with more-deliberate exploration of colour and changes.</p>	<p>Craft and Design (Petal Mandala Suncatchers) (Science Link – Plants) Artist Link - Stephen Meakin</p> <p><u>F2 – ELG</u> (CM) Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories.</p>
<p><b>Expressive Art and Design</b></p> <p><b>Being Imaginative and expressive (BI,E)</b></p>	<p>Me – Charanga - F2 My Stories – Charanga - F2</p> <p>Christmas Production</p> <p>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</p> <p><u>F1</u> (BI,E) Enjoys making sounds with musical instruments whilst moving to music. Likes listening to music and responds to songs and music.</p> <p><u>F2</u> (BI,E) Uses what they know and what they like to be musical and to create role play. Begins to show an understanding and enjoyment of music and arts.</p>		<p>Our World – Charanga - F2 Everyone – Charanga - F2</p> <p><u>F1</u> (BI,E) Imaginatively plays with small world and in the role play developing ideas and scenarios. Listens to music and moves in a way that starts to show interpretation. E.g. this is like a mouse.</p> <p><u>F2</u> (BI,E) Devises their own role play with greater sophistication. Music becomes more melodic and meaningful. They can talk about music, what it sounds like and what it makes them think of.</p>		<p>Big Bear Funk – Charanga</p> <p><u>F1</u> (BI,E) Shows a preference for types and methods of expression and shows more control when expressing themselves. Reflect, Rewind, Replay -Charanga</p> <p><u>F2 - ELG</u> (BI,E) Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p>	
<p><b>Enrichment</b></p>	<p>Christmas Play Kindness Curriculum- September -Mindfulness /October Perspective November - Positivity December – Gratitude</p>		<p>Easter Extravaganza Kindness Curriculum- January – Self- Acceptance February - Humility March – Compassion/Empathy April – Trust</p>		<p>Summer Fayre Kindness Curriculum- May – Honesty June - Collaboration July – Humour</p>	

## Cycle B 2025-2026

Class	Content	Autumn- Science focus		Spring- History focus		Summer- Geography focus- Conservation	
6B	Theme	<b>Responsibility</b>					
	Concept	Change		Courage		Choice	
	Key Texts	Darwins Dragon		When the sky falls		Foodland	
	Topic	Evolution		World War 2		Climate Change	
	Enrichment					London Trip	
	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 Converting Units		Ratio a Algebra Decimals & Percentages Statistics Measure- Perimeter, Area and Volume		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		

	<b>DT</b>		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)	
	<b>Art</b>	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
	<b>PSHE</b>	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)
	<b>PE</b>	Tennis Tag Rugby	Yoga Health & Fitness	Uni-hockey Gymnastics	Basketball Foot-Golf	Athletics Cricket	Movement to Music OAA
	<b>Computing</b>	Computers & Networks - Communication & collaboration	Data & Information - Introduction to spreadsheets	Creating Media - 3D Modelling		Computational Thinking & Programming - Sensing Movement	
		Online Education - Life online	Online Education - Sharing online	Online Education - Creating a positive online reputation	Online Education - Capturing evidence	Online Education - Life online	Online Education - Sharing online

4/5 B	<b>Theme</b>	<b>Integrity</b>				
	<b>Concept</b>	Belief	Faith		Consequence	
	<b>Key Texts</b>	Cosmic	Who let the Gods out		The Explorers The Great Kapok Tree	
	<b>Topic</b>	Space	Ancient Greece		Protecting the Rainforests	
	<b>Enrichment</b>				Residential	
	<b>Writing Outcomes</b>	Diary Non chronological report Persuasive letter Dialogue	Narrative Character description Brochure Historical recount		Comparative setting description Commentary vlog Adventure story Persuasive advertisement	
	<b>Maths Units</b>	Year 5 Place value within 100,000 Place value within 1,000,000 Addition and subtraction Multiplication and division Fractions Year 4	Year 5 Multiplication and division Fractions Decimals and percentages Measure- perimeter and area Graphs and tables Year 4		Year 5 Geometry- properties of shapes Geometry- position and direction Decimals Negative numbers Measure-converting units Measure-volume	

	Place value – 4-digit numbers Addition and subtraction Measure – area Multiplication and division		Multiplication and division Length and perimeter Fractions Decimals		Year 4 Decimals Money Time Geometry- angles and 2D shapes Statistics Geometry- position and direction	
<b>Humanities</b>	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?
<b>Science</b>	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))
<b>RE</b>	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)	
<b>Music</b>	Melody and Harmony in Music	Sing and Play in Different Styles	Composing and Chords	Enjoying Musical Styles	Freedom to Improve	Battle of the Bands
<b>MFL</b>	Numbers to 40 Describing yourself and family		Tourism and leisure activities		To understand a short story in French	
<b>DT</b>	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)	
<b>Art</b>		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

	<b>PSHE</b>	Exploring Emotions	Bullying Matters (Anti-bullying week link)	Being Responsible	Money Matters	Being Safe (RSE link)	Changes (RSE ink)
	<b>PE</b>	Hockey Swimming – Year 4 & 5	Gymnastics Swimming Year 4 & 5	Movement to Music Health & Fitness	Netball Yoga	Athletics OAA	Rounders Tennis
	<b>Computing</b>	Computers & Networks - Systems & searching	Data & Information - Flat-file databases	Creating Media - Photo editing		Computational Thinking & Programming – Repetition in games	
		Online Education – What happens when I search online?	Online Education – How do companies encourage us to buy online	Online Education – Fact, opinion or belief	Online Education – What is a bot?	Online Education – What happens when I search online?	

3 /4 B	<b>Theme</b>	<b>Understanding and Respecting Others</b>					
	<b>Concept</b>	Conflict		Poverty		Sustainability	
	<b>Key Texts</b>	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	
	<b>Topic</b>	Explorers		Victorians		Renewable energy	
	<b>Enrichment</b>					Residential	
	<b>Writing Outcomes</b>	Character description Poetry Non-chronological report Droplet narrative Setting description		Narrative story Diary entry Setting description Home advertisement		Retell Environmental pledge Innovation Letters	
	<b>Maths Units</b>	Year 3 Place value within 1000 Addition and subtraction Multiplication and division Place value- 4-digit numbers Measure- area Year 4 Place value – 4-digit numbers Addition and subtraction Measure – area Multiplication and division		Year 3 Multiplication and division Length and perimeter Fractions Mass Capacity Year 4 Multiplication and division Length and perimeter Fractions Decimals		Year 3 Fractions Money Time Angles and properties of shapes Statistics Decimals Year 4 Geometry- angles and 2D shapes Geometry- position and direction Year 4 Decimals Money Time Geometry- angles and 2D shapes Statistics Geometry- position and direction	



	<b>Humanities</b>	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?
	<b>Science</b>	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))
	<b>RE</b>	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)	
	<b>Music</b>	Let Your Spirit Fly	Glockenspiel Stage 1	Stop!	Lean on Me	Blackbird	Reflect, Rewind, Replay
	<b>MFL</b>	Introducing yourself Numbers 1-31		Classroom instructions		To understand a short story in French	
	<b>DT</b>	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)
	<b>Art</b>		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	
	<b>PSHE</b>	Exploring Emotions	Bullying Matters (Anti-bullying week link)	Being Responsible	Money Matters	Being Safe (RSE link)	Changes (RSE ink)
	<b>PE</b>	Hockey Swimming – Year 4	Gymnastics Swimming – Year 4	Movement to Music Health & Fitness	Tag Rugby Yoga	Athletics OAA	Tennis Rounders
	<b>Computing</b>	Computers & Networks - Connecting computers	Data & Information – Investigating Weather	Creating Media - Stop-frame animation		Computational Thinking & Programming - Repetition in games	
		Online Education – Beliefs, opinions and facts on the internet	Online Education – When being online makes me upset	Online Education – Sharing information		Online Education – Rules of social media platforms	

Appreciating our diverse world							
2	<b>Theme</b>						
	<b>Concept</b>	Beauty		Well-being		Care	
	<b>Key texts</b>	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	
	<b>Topic</b>	Around the world		The Great Fire of London		Seaside Saving our Oceans	
	<b>Enrichment</b>					Staycation- Stubbin Wood	
	<b>Writing Outcomes</b>	Innovation Review Retell parody Brochure		Setting description Diary recount Character description postcards		Letters Explanation Adventure stories Poetry	
	<b>Maths Units</b>	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	
	<b>Humanities</b>	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?
	<b>Science</b>	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)
	<b>RE</b>	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)
	<b>Music</b>	Pulse, Rhythm and Pitch	Playing in an orchestra	Inventing a musical story	Recognising different sounds	Exploring improvisation	Our big concert
<b>DT</b>	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)	

	<b>Art</b>	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	
	<b>Design Technology</b>	DT-Mechanisms Moving Monsters		Easter Enterprise- Structures- Houses		DT- Textiles- Pouches  Cooking & Nutrition – A balanced diet		
	<b>PSHE</b>	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)	
	<b>PE</b>	Multi-Skills: Running & Jumping Throwing & catching.		Movement to Music - Gymnastics	Health & Fitness - Yoga	Team Games - A & D	Athletics – Sports Day	Invasion Games – Bats & Balls
	<b>Computing</b>	Computers & Networks - IT around us	Data & Information - Pictograms	Creating Media - Digital photography		Computational Thinking & Programming - Robot algorithms		
		Online Education – What happens when I post online	Online Education – How do I keep my things safe online?	Online Education – Who should I ask?	Online Education – It’s my choice	Online Education – What happens when I post online		

1	<b>Theme</b>	<b>Myself and Others</b>					
	<b>Concept</b>	Being Special		Community		Transformation	
	<b>Key Texts</b>	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	
	<b>Topic</b>	What makes things special?		Castles and Kings		Recycle Reduce Reuse Recycle	
	<b>Writing Outcomes</b>	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	
	<b>Maths Units</b>	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	
	<b>Humanities</b>	Who are significant people from the past?	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 my grandparents?	Why do we need to recycle?

			hot and some places cold?				
<b>Science</b>	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)	
<b>RE</b>	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)		
<b>Music</b>	My musical heartbeat	Dance sing and play	Exploring sounds	Learning to listen	Having fun with improvisation	Let's perform together	
<b>DT</b>	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)	
<b>Art</b>	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		
<b>PSHE</b>	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)	
<b>PE</b>	Multi-Skills: Running & Jumping Throwing & catching.	Movement to Music – Gymnastics	Health & Fitness - Yoga	Team Games - A & D	Athletics – Sports Day	Invasion Games – Bats & Balls	
<b>Computing</b>	Computers & Networks - Technology all around us	Data & Information – Grouping Data	Creating Media - Digital painting		Computational Thinking & Programming - Moving a robot		
	Online Education – Using the internet safely	Online Education – Online emotions	Online Education – Always be kind and considerate		Online Education – Posting and sharing online		

EYFS- B	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'	'Journeys'	'Minibeasts'	'By the Sea'	'Our Environment'
Core Texts	<p>Super Kid</p> <p>Real superheroes</p> <p>A SuperPower like mine</p> <p>Super Daisy</p> <p>Super Tato</p> <p>My Amazing body,</p> <p>5 senses</p>	<p>Pumpkin soup</p> <p>The Very Helpful hedgehog</p> <p>After the storm</p> <p>The Jolly Pocket Christmas Postman,</p> <p>The Christmas Nativity Tale</p>	<p>The journey Home from Grandpas</p> <p>The Train Ride</p> <p>Mr Gumpy's Motor Car</p> <p>Whatever Next</p> <p>On the Way home</p> <p>Noah's ARK</p>	<p>Snail Trail</p> <p>Mad about Minibeasts</p> <p>What the Ladybird Heard</p> <p><a href="#">Aaaarrgghh, Spider!</a></p> <p>Bug Hotel</p>	<p>Sharing a Shell</p> <p>Tiddler</p> <p>What the Ladybird Heard at the Seaside</p> <p>Light House Keepers' Lunch, Seaside Holidays – Then and Now</p>	<p>Love our Earth</p> <p>The Odd Fish</p> <p>Somebody Swallowed Stanley</p> <p>The Great Paper Caper</p> <p>Looking After Our Planet</p> <p>Betsy Buglove Saves the Bees</p>
<p>Communication and Language</p> <p>-Listening, attention and understanding (L,A,U)</p> <p>-Speaking (S)</p>	<p><u>FS1</u> (L,A,U)</p> <p>Starts to listen to adults around them and will respond to very simple requests, usually on their own terms.</p> <p>(S)</p> <p>Pupils are starting to communicate through words and gestures.</p>	<p><u>FS1</u> (L,A,U)</p> <p>More likely to listen to and respond to a simple request or instruction. Starts to understand more of the 'F1-specific' vocabulary.</p> <p>(S)</p> <p>Regular plural forms are consistent. Uses 'is', 'are', 'am' in a sentence.</p>	<p><u>FS1</u> (L,A,U)</p> <p>Responds to simple questions and attempts to answer by speaking, pointing or gesturing.</p> <p>(S)</p> <p>Pupils are starting to engage in longer dialogues.</p>	<p><u>FS1</u> (L,A,U)</p> <p>Can listen for a longer period of time but will need prompting to maintain focus. Will use characters in their play but not necessarily the features of the characters or the events from a story.</p> <p>(S)</p> <p>Pupils are starting to engage in longer dialogues.</p>	<p><u>FS1</u> (L,A,U)</p> <p>Is starting to use some new vocabulary and join in with songs, stories and rhymes.</p> <p>(S)</p> <p>Pupils are more confident when using fantasy language in play.</p>	<p><u>FS1</u> (L,A,U)</p> <p>Can remember the main events in a story and will follow a single instruction with little support. Begins to show the physical attributes of a good listener (sit, look, listen, simple comprehension and memory).</p> <p>(S)</p> <p>Knows some colours and prepositions.</p>

	<p><u>FS2</u> (L,A,A) Begins to show the physical attributes of a good listener (sit, look, listen, simple comprehension and memory).  (S) Begins to show physical attributes of a good speaker, e.g. face the person they are communicating with etc.</p>	<p><u>FS2</u> (L,A,A) Demonstrates good listening through increased interaction.  (S) Starts to interact with more confidence.</p>	<p><u>FS2</u> (L,A,A) Shows an understanding of a broader vocabulary.  (S) Starts to use more appropriateness structure and vocabulary.</p>	<p><u>FS2</u> (L,A,A) Initiates interactions and shows an understanding of more-complex questions.  (S) Uses more complex vocabulary.</p>	<p><u>FS2</u> (L,A,A) Begins to express own opinions and justify them.  (S) Begins to articulate their own thoughts and ideas. Uses talk for a range of purposes.</p>	<p><u>FS2 -ELG</u> (L,A,A) Early learning goal 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.  (S) Participate in small groups, 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, non-fiction, 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</p>
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						and support from their teacher.
<p>Literacy</p> <p>-comprehension (C)</p> <p>- word reading (WR)</p> <p>-writing (W)</p>	<p><u>FS1</u> (C) Likes to read a book with an adult.</p> <p>(WR) Identifies environmental sounds and can copy/repeat some.</p> <p><u>FS2</u> (C) Shows an interest in reading often choosing a book to look at themselves or with friends.</p> <p>(WR) Beginning to link graphemes and phonemes.</p>	<p><u>FS1</u> (C) Will talk about the pictures and what is happening.</p> <p>(WR) Identifies instrumental sounds and can copy/repeat some.</p> <p><u>FS2</u> (C) Listens to a story and can give simple details about the story. Starts to use some of the events in their own play.</p> <p>(WR) Links phonemes to every letter of the alphabet and beginning to blend them in words.</p>	<p><u>FS1</u> (C) Knows where to find the story on the page.</p> <p>(WR) Explores different ways of making sounds with their bodies, sings songs and rhymes independently.</p> <p><u>FS2</u> (C) Can answer questions about the content of a book and shows an interest in reading by themselves.</p> <p>(WR)</p>	<p><u>FS1</u> (C) Can identify some signage in the classroom.</p> <p>(WR) Hears initial sound phonemes and applies knowledge to alliteration.</p> <p><u>FS2</u> (C) Shows a preference for a book, story type, genre, author. Chooses to read to friends. Likes to join in with reading in class.</p> <p>(WR) Beginning to apply knowledge of long vowels in their reading of sentences.</p>	<p><u>FS1</u> (C) Can talk about the characters in a story.</p> <p>(WR) Explores and creates sound words. Claps syllables in words.</p> <p><u>FS2 – ELG</u> (C) Can answer more-complex questions about books and stories.</p> <p>(WR) Reads HFW from Phase 3 letters and sounds.</p>	<p><u>FS1</u> (C) Can talk about the story events in simple terms.</p> <p>(WR) Reads some meaningful key words and can orally segment and blend words.</p> <p><u>FS2 – ELG</u> (C) Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p>(WR) Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>(W)</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>
<b>Phonics</b>	<p><b>FS1</b> Foundations for Phonics develops children’s phonological and phonemic awareness through fun, engaging games and nursery rhymes. There are two aspects to Foundations for Phonics: Rhyme time and Tuning into sounds. Rhyme time explores rhyme to build up a bank of shared language, develop children’s understanding of the world and familiarity with the sounds in words. Tuning into sounds teaches phonological and phonemic awareness through games.</p> <p><b>FS2</b> Begins to develop phonological and phonemic awareness. 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. Engages with books and other reading materials at an increasingly deeper level. 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. 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>					
<b>Maths</b>	White Rose, NCETM Mastery Number	White Rose, NCETM Mastery Number	White Rose, NCETM Mastery Number	White Rose, NCETM Mastery Number	White Rose, NCETM Mastery Number	White Rose, NCETM Mastery Number
<b>Number (N)</b>	<u>FS1</u>	<u>FS1</u>	<u>FS1</u>	<u>FS1</u>	<u>FS1</u>	<u>FS1</u>
<b>Numerical patterns (NP)</b>	(N)	(N)	(N)	(N)	(N)	(N)
<b>Shape, space and measure (S,S,M)</b>	Starts to use some number names and starts to ascribe names to objects in a rhythmical way. (NP) Counts rhythmically and can count in songs and rhymes. (S,S,M)	Can identify 1 and 2 objects when asked. (NP) Starts to use number comparison language. (S,S,M) Talks about their models and what they used to build their models,	Subitises and counts to 3. (NP) Enjoys counting as far as they can and uses numbers in their play. (S,S,M) Sorts using simple criteria.	Notices the last number said when counting. (NP) Can say what number comes next when counting and singing number songs. (S,S,M) Starts to identify simple patterns.	Counts up to five and is starting to understand cardinal principle. (NP) Can use "more than" to identify different groups. (S,S,M) Makes simple comparisons.	Uses number in play. Can identify numerals to 5. (NP) Can identify when two groups have the same number. (S,S,M) Starts to use simple shape names.

	<p>Builds using different equipment of different sizes and shapes.</p> <p><u>FS2</u></p> <p><b>Linked text- 10 Little superheroes</b></p> <p>(N)</p> <p>Counts objects and selects the numeral card (1-5).</p> <p>(NP)</p> <p>Uses the language of counting confidently and as part of play.</p> <p>(S,S,M)</p> <p>Identifies simple 2D shapes in the environment.</p>	<p>identifying different bricks and colours.</p> <p><u>FS2</u></p> <p><b>Linked text- 10 little pumpkins</b></p> <p>(N)</p> <p>Uses five frames and talks about the significance of the formation. Counts the total number of objects in two groups.</p> <p>(NP)</p> <p>Starts to understand one more and one less.</p> <p>(S,S,M)</p> <p>Knows that the world is made of 2D and 3D shapes. Recognises 2D shapes and their properties.</p>	<p><u>FS2</u></p> <p><b>Linked text-10 Little pirates</b></p> <p>(N)</p> <p>Subitises to five. Counts on without starting at 1.</p> <p>(NP)</p> <p>Identifies patterns in the number system, for example, finding all the numbers that include 5 on a 100 square, exploring odds and evens and doubles.</p> <p>(S,S,M)</p> <p>Knows some units of measure.</p>	<p><u>FS2</u></p> <p><b>Linked text- 10 little bugs</b></p> <p>(N) Uses 10 frames and talks about the arrangements. Starts to estimate.</p> <p>(NP)</p> <p>Can use more, fewer, less when talking about numbers and quantities.</p> <p>(S,S,M)</p> <p>Uses language of time when talking about the day and events in their life. Recognises some 3D shapes.</p>	<p><u>FS2</u></p> <p><b>Linked text-How many Legs</b></p> <p>(N)</p> <p>Orders, identifies, subitises, combines and manipulates numbers to 10.</p> <p>(NP)</p> <p>Knows 1 more/less than.</p> <p>(S,S,M)</p> <p>Recognises mathematical features of some shapes. Starts to explore problems including shape.</p>	<p><u>FS2 - ELG</u></p> <p>(N)</p> <p>Have a deep understanding of number to 10, including the composition of each number.</p> <p>Subitise (recognition quantities without counting) up to 5.</p> <p>Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p>(NP)</p> <p>Verbally count beyond 20, recognising the pattern of the counting system.</p> <p>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p> <p>(S,S,M) (not an ELG)</p> <p>Problem solves using what they know about measure.</p>
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<p><b>Understanding the World</b></p> <p><b>Past and Present (PP)</b></p> <p><b>People, Culture and Communities (P,C,C)</b></p> <p><b>The Natural World (NW)</b></p>	<p><u>RE</u></p> <p>Why is the word God so important to christians?</p> <p><u>FS1</u> (PP)</p> <p>Children start to be curious about the people around them. They show interest in characters in stories and also people in school.</p> <p>(P,C,C)</p> <p>Children notice differences in story books etc.</p> <p>(NW)</p> <p>Children start to explore the environment around them.</p> <p><u>FS2</u> (PP)</p> <p>Can talk about their own family and the people around them describing features about them.</p> <p>(P,C,C)</p> <p>Knows features of their own environment.</p> <p>(NW)</p> <p>Notices features of the immediate environment.</p> <p><b>Linked text</b> - Poetry basket Autumn, My Five Senses</p>	<p><u>RE</u></p> <p>Why do Christians perform nativity plays at Christmas?</p> <p><u>FS2</u> (PP)</p> <p>Starts to talk about the passage of time and understands significant events in their own timeline.</p> <p>(P,C,C)</p> <p>Knows some features of a different environment and what makes it different.</p> <p>(NW)</p> <p>Starts to talk about changes like the weather.</p>	<p><u>RE</u></p> <p>Being special: where do we belong?</p> <p><u>FS1</u> (PP)</p> <p>Children show an interest in the people in their family and can tell some simple facts about their family. They recognise some families have similar features.</p> <p>(P,C,C)</p> <p>Makes connections between the features of their family and other families.</p> <p>(NW)</p> <p>Children start to notice when things have changes with support from an adult.</p> <p><u>FS2</u> (PP)</p> <p>Starts to understand events outside their own timeline. Understands 'different'.</p> <p>(P,C,C)</p> <p>Knows there are locations beyond their own and that these are represented in different ways.</p> <p>(NW)</p> <p>Starts to show curiosity and wonder when involved in investigations.</p> <p><b>Linked text</b> - Poetry basket Spring</p>	<p><u>RE</u></p> <p>Why do Christians put a cross on their easter garden?</p> <p><u>FS2</u> (PP)</p> <p>Talks about events of personal significance. Starts to understand 'similarity'.</p> <p>(P,C,C)</p> <p>Knows that there are different and significant celebrations.</p> <p>(NW)</p> <p>Shows some understanding of difference.</p>	<p><u>RE</u></p> <p>Which places are special and why?</p> <p><u>FS1</u> (PP)</p> <p>Children start to use simple language about the passage of time. They comment on photographs and images and can talk about similarities and differences in simple terms.</p> <p>(P,C,C)</p> <p>Knows simple features of their own environment.</p> <p>(NW)</p> <p>Children start to understand they can influence their environment and make changes to the space around them.</p> <p><u>FS2</u> (PP)</p> <p>Sequences events using time-specific vocabulary.</p> <p>(P,C,C)</p> <p>Identifies some features of personal significance and some features that others find significant.</p> <p>(NW)</p> <p>Starts to talk about the passage of time in relation to changes.</p> <p><b>Linked text</b> - Poetry basket Summer, The Hungry Caterpillar</p>	<p><u>RE</u></p> <p>Which stories are special and why?</p> <p><u>FS2 – ELG</u> (PP)</p> <p>Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>(P,C,C)</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on experiences and what has been read in class.</p> <p>Explain some similarities and differences between life in the country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</p> <p>(NW)</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Know some similarities and differences between the</p>
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						<p>natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>
<p><b>Personal, Social and Emotional Development</b></p> <p><b>Self-Regulation (SR)</b></p> <p><b>Managing Self (MS)</b></p> <p><b>Building Relationships (BR)</b></p>	<p>Families and Friendships</p> <p>Bullying Matters</p> <p><u>FS1</u> (SR)</p> <p>Knows what is expected in school in very simple terms for example, knows where to put their coat. Has some awareness of self and others.</p> <p>(MS)</p> <p>Shows more independence and more confidence to make choices for themselves.</p> <p>(BR)</p> <p>Forms an attachment with an adult in the setting.</p> <p><u>FS2</u> (SR)</p> <p>Begins to develop confidence and cooperation.</p> <p>(MS)</p> <p>Begins to develop confidence with children and sustained interest in play. Manages coat and toilet with help, and cutlery.</p> <p>(BR)</p> <p>Shows friendly behaviour, contributing to increasingly</p>	<p>Families and Friendships</p> <p>Bullying Matters</p> <p><u>FS1</u> (SR)</p> <p>Asserts themselves as an individual person with likes and dislikes.</p> <p>(MS)</p> <p>Shows awareness that things don't always go their way and has more flexibility when things are different.</p> <p>(BR)</p> <p>Plays alongside other children.</p> <p><u>FS2</u> (SR)</p> <p>Increasing ability to share, recognises emotions of self and shows good manners.</p> <p>(MS)</p> <p>Builds own confidence with adults. Responds increasingly well to positive and negative experiences. Manages jumper and toilet independently.</p> <p>(BR)</p>	<p>Respecting Ourselves and Others</p> <p>Money and Work</p> <p><u>FS1</u> (SR)</p> <p>Finds what they want to play with and stays with the activity for longer periods of time. Accepts help from adults when they need it.</p> <p>(MS)</p> <p>Starts to comply with the boundaries of school knowing there are rules. Shows an awareness of how their choices may effect and involve others around them.</p> <p>(BR)</p> <p>Starts to 'dip' into others' play.</p> <p><u>FS2</u> (SR)</p> <p>Beginning to find ways to resolve conflicts. Cooperates increasingly with routines.</p> <p>(MS)</p> <p>Develops confidence in new situations. Understands classroom expectations.</p> <p>(BR)</p>	<p>Respecting Ourselves and Others</p> <p>Money and Work</p> <p><u>FS1</u> (SR)</p> <p>More aware of other children around them and starts to interact. Is able to make simple choices.</p> <p>(MS)</p> <p>Seeks out adults for specific help. Begins to accept the needs of others.</p> <p>(BR)</p> <p>Shows more awareness of others in the setting and starts to interact during play.</p> <p><u>FS2</u> (SR)</p> <p>Starts to consider the feelings of others.</p> <p>(MS)</p> <p>Begins to develop a positive self-image. Increased understanding of behaviour expectations and why the expectations exist.</p> <p>(BR)</p>	<p>Keeping Safe</p> <p>Growing and Changing</p> <p><u>FS1</u> (SR)</p> <p>Starts to be more confident to play with others and is beginning to self-regulate in play situations.</p> <p>(MS)</p> <p>More aware of others around them and the need to take account of others around them. Has some accountability for their actions.</p> <p>(BR)</p> <p>Shows interest in other children's play and may start to observe with interest and join in the game.</p> <p><u>FS2</u> (SR)</p> <p>Begins to understand how others might be feeling, to show empathy.</p> <p>(MS)</p> <p>Increased confidence and resilience and this can include supporting peers.</p> <p>(BR)</p>	<p>Keeping Safe</p> <p>Growing and Changing</p> <p><u>FS1</u> (SR)</p> <p>Starts to show responsibility for their own feelings and their own play.</p> <p>(MS)</p> <p>Able to manage a task seeing it through from beginning to end. Showing independence in their choices.</p> <p>(BR)</p> <p>Joins in with others' play.</p> <p><u>FS2 -ELG</u> (SR)</p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p>

	<p>positive play and relationships. Beginning to respond to adults well.</p>	<p>Initiates play, recognises some emotions better and follows instructions.</p>	<p>Can identify when they require support or help. Can start to play in a group more effectively.</p>	<p>Increasingly able to share, take turns and respond positively to other children.</p>	<p>Starts to understand the needs of other children and their own feelings.</p>	<p>Give focused attention to what teachers says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. (MS) Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. (BR) Work and play cooperatively and takes turns with others. Form positive attachments to adults and friendships with peers. Show sensitively to their own and to others' needs.</p>
<p><b>Physical Development</b> <b>Gross Motor Skills (GMS)</b> <b>Fine Motor Skills (FMS)</b></p>	<p><u>FS1 (GMS)</u> Can use their strength to move from one thing to another. <u>(FMS)</u> Uses a range of tools and equipment.  <u>FS2 (GMS)</u></p>	<p><u>FS1 (GMS)</u> Shows some control over their choice of tools. <u>(FMS)</u> Uses a range of tools and equipment with some control.  <u>FS2 (GMS)</u></p>	<p><u>FS1 (GMS)</u> Shows increasing development of control over trickier tools, e.g. a flag, a spade. <u>(FMS)</u> Starts to recognise the changes they can make using tools and equipment.  <u>FS2 (GMS)</u></p>	<p><u>FS1 (GMS)</u> Starts to control the body to work with others. <u>(FMS)</u> Shows more fine motor control with tools.  <u>FS2 (GMS)</u></p>	<p><u>FS1 (GMS)</u> Shows good control in large movements like changing direction when running. <u>(FMS)</u> Shows finer control with smaller tools whilst still needing some help with tricky things like buttons.</p>	<p><u>FS1 (GMS)</u> Begins to control smaller tools. <u>(FMS)</u> Be more in control of the tools being used, e.g., can make some more-controlled marks with crayons and pencils.  <u>FS2 - ELG (GMS)</u></p>

	<p>Shows an increasing awareness of what their own body can do. Engages with physical play.</p> <p><u>(FMS)</u></p> <p>Begins to make marks and shapes using simple equipment.</p>	<p>Becomes increasingly aware of the space around them and what they can do in the space.</p> <p><u>(FMS)</u></p> <p>Uses a wider range of equipment to make more-refined shapes and marks, models and construction.</p>	<p>Refines the way they move in the space around them.</p> <p><u>(FMS)</u></p> <p>Adds more detail to shapes and objects created as control increases.</p>	<p>More confident and proficient in their movements and in using objects and equipment.</p> <p><u>(FMS)</u></p> <p>Shows increased control to use a range of tools to create more-complex shapes, objects and writing.</p>		<p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p><u>(FMS)</u></p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing.</p>
<p><b>Expressive Art and Design</b></p> <p><b>Creating with Materials (CM)</b></p>	<p>Painting (Paint My World)</p> <p>Skills: Finger Painting, Outdoor Painting, Painting to Music</p> <p>Artist Link – Jackson Pollock</p> <p><u>F1</u></p> <p>(CM)</p> <p>Shows an interest in making marks and controlling the tools and equipment needed to manipulate marks on the paper.</p> <p><u>F2</u></p> <p>(CM)</p> <p>Begins to understand colour, shape and space. Knows how to put things together in a basic way.</p>	<p>Painting (Paint My World)</p> <p>Skills: Finger Painting, Outdoor Painting, Painting to Music</p> <p>Artist Link – Jackson Pollock</p> <p>DT – Sculpture (Diya Lamp)</p> <p>(RE Link – Diwali)</p>	<p>Drawing (Marvellous Marks - Landscapes)</p> <p>Artist Link – Megan Coyle</p> <p>(Geography Link – Transport and Travel)</p> <p><u>F1</u></p> <p>(CM)</p> <p>Experimentation of marks and mark making using colour, texture and senses.</p> <p><u>F2</u></p> <p>(CM)</p> <p>Pupils are clearly representational and outcomes have a more easily identifiable purpose.</p>	<p>Drawing (Marvellous Marks - Landscapes)</p> <p>Artist Link – Megan Coyle</p> <p>(Geography Link – Transport and Travel)</p> <p>DT – Cooking and Nutrition (Baking using local produce)</p> <p>(Easter Enterprise)</p>	<p>Craft and Design (Let’s Get Crafty)</p> <p>(Science Link – Seasonal Changes)</p> <p>Artist Link - <a href="#">Yulia Brodskaya</a></p> <p><u>F1</u></p> <p>(CM)</p> <p>More-deliberate use of materials and colour with more-deliberate exploration of colour and changes.</p>	<p>Sculpture (Creation Station)</p> <p>Artist Link – Pippa Hill</p> <p>DT – Textiles (Flower Threading)</p> <p>(Science Link – Plants)</p> <p><u>F2 – ELG</u></p> <p>(CM)</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used.</p>



					Make use of props and materials when role playing characters in narratives and stories.
<b>Expressive Art and Design</b> <b>(Music)</b> <b>Being Imaginative and expressive (BI,E)</b>	<p>Me – Charanga My Stories – Charanga Christmas Production</p> <p><u>F1</u> (BI,E)</p> <p>Enjoys making sounds with musical instruments whilst moving to music. Likes listening to music and responds to songs and music.</p> <p><u>F2</u> (BI,E)</p> <p>Uses what they know and what they like to be musical and to create role play. Begins to show an understanding and enjoyment of music and arts.</p>	<p>Our World – Charanga Everyone – Charanga</p> <p><u>F1</u> (BI,E)</p> <p>Imaginatively plays with small world and in the role play developing ideas and scenarios. Listens to music and moves in a way that starts to show interpretation. E.g. this is like a mouse.</p> <p><u>F2</u> (BI,E)</p> <p>Devises their own role play with greater sophistication. Music becomes more melodic and meaningful. They can talk about music, what is sounds like and what it makes them think of.</p>	<p>Big Bear Funk – Charanga Reflect, Rewind, Replay -Charanga</p> <p><u>F1</u> (BI,E)</p> <p>Shows a preference for types and methods of expression and shows more control when expressing themselves.</p> <p><u>F2 - ELG</u> (BI,E)</p> <p>Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>Sing a range of well-known nursery rhymes and songs.</p> <p>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p>		
<b>Enrichment</b>	<p>Christmas Play</p> <p>Kindness Curriculum- September -Mindfulness /October Perspective November - Positivity December – Gratitude</p>	<p>Easter Extravaganza</p> <p>Kindness Curriculum- January – Self- Acceptance February - Humility March – Compassion/Empathy April – Trust</p>	<p>Summer Fayre</p> <p>Kindness Curriculum- May – Honesty June - Collaboration July – Humour</p>		



