

Hey with Zion Overview of Subjects



Curriculum Intent Statement:

We ensure that our curriculum is unique and coherent, constantly evolving to reflect the interests and learning questions of the children in its development and enhancing their cultural capital while fully covering all aspects of all National Curriculum subjects. Subjects are linked where appropriate to develop context and meaningfulness and Literacy is at the heart of our curriculum. All teachers are fully aware of the key knowledge that children need to take with them at the end of each year. The new learning builds on previous knowledge and understanding to build life long learners. It conforms with the duties outlines in the Equality Act 2010 and is accessible to all including those with SEND.

Our curriculum is constantly under review in the light of our experiences and use of research developments, and metacognitive practices allow for some individuality of process. However we also recognise certain prerequisites, beyond the National Curriculum, which we provide for all of our children:

- Literature: All pupils have exposure to a diet of high quality core texts
- Mathematics: All pupils can reach their highest level of attainment, up to G.C.S.E. level
- Libraries: All pupils visit the local library each year and our school library each week
- Music: All pupils (in Year Three) learn to play a brass instrument
- Classical music: All pupils are introduced to renowned composers in the history of western classical music
- Local area: All pupils, through our Geography and History studies, become familiar with our local area and heritage
- Theatre: All pupils (in Year Five) have the opportunity to experience an event in a theatre
- Competitive sport: All pupils have access to a wide range of sporting provision, including from elite providers, and the opportunity (in Year 5 and 6) to participate in competitive sport
- Residential weekend: All pupils (in Year Six) have the opportunity to take part in a residential. outdoot pursuits weekend.

English

At Hey with Zion, teachers develop pupils' spoken language, reading, writing and vocabulary as integral aspects of the teaching of every subject. English is both a subject in its own right and the medium for teaching; for pupils, understanding the language provides access to the whole curriculum. Fluency in the English language is an essential foundation for success in all subjects.

Pupils are taught to speak clearly and convey ideas confidently using Standard English. They learn to justify ideas with reasons; ask questions to check understanding; develop vocabulary and build knowledge; negotiate; evaluate and build on the ideas of others; and select the appropriate register for effective communication. They are taught to give well-structured descriptions and explanations and develop their understanding through speculating, hypothesising and exploring ideas. This enables them to clarify their thinking as well as organise their ideas for writing.

Teachers develop pupils' reading and writing in all subjects to support their acquisition of knowledge. Pupils are taught to read fluently, understand extended prose (both fiction and non-fiction) and are encouraged to read for pleasure. We promote wider reading. Each classroom has a library area and we set ambitious expectations for reading at home. Pupils are expected to develop the stamina and skills to write at length, with accurate spelling and punctuation. They are taught the correct use of grammar. They build on what they have been taught to expand the range of their writing and the variety of the grammar they use. The writing they do includes narratives, explanations, descriptions, comparisons, summaries and evaluations: such writing supports them in rehearsing, understanding and consolidating what they have heard or read.

Pupils' acquisition and command of vocabulary are key to their learning and progress across the whole curriculum. Teachers therefore develop vocabulary actively, building systematically on pupils' current knowledge. They set out to increase pupils' store of words in general; also make links between known and new vocabulary and discuss the shades of meaning in similar words. In this way, pupils expand the vocabulary choices that are available to them when they write. In addition, it is vital for pupils' comprehension that they understand the meanings of words they meet in their reading across all subjects, and older pupils are taught the meaning of instruction verbs that they may meet in examination questions. It is particularly important to induct pupils into the language which defines each subject in its own right, such as accurate mathematical and scientific language.

Purpose of Study

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

Aims

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Spelling, Handwriting and Reading Comprehension are all taught in both discrete and cross curricular lessons and we listen to all our children read on a one to one basis. Specific small group activities supplement the whole class learning context. Below is our overview of study units, which are taught in English lessons from a context of particular genres and applied throughout the curriculum in extended writing, reading comprehension, speaking and listening contexts.

Below are the year by year core texts, and expected yearly grammar outcomes

Year by year texts and expected outcomes

<https://classroom.thenational.academy/subjects-by-key-stage/early-years-foundation-stage/subjects/literacy>

<https://classroom.thenational.academy/subjects-by-key-stage/key-stage-1/subjects/english>

Key Stage One

Reception/ Year One	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core Text	Beegu by Alexis Deacon	Lost and Found – Oliver Jeffers	Hundred Decker Bus- Mike Smith Thee Jolly Postman by Janet and Ahlberg	Dogger –Shirley Hughes Jack and The Jelly Bean Stalk by Rachel Mortimer and Liz Pichon	That Rabbit Belongs to Emily Brown by Cressida Cowell and Neal Layton	The Naughty Bus by Jan Oak
Poetry	Nursery rhymes	Christmas poems	Poet study – Puffin Book of Fantastic First Poems – June Crebbin		All Aboard the Toy Train – Tony Bradman	Vroom, Vroom – poems about things with wheels – Paul Nicholls (The Song of the Train)

Year One/ Two	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core Text	The Bog Baby – Jeanne Willis	Oliver and Patch by Clare Freedman	The Empty Pot by Demi	Dogger by Shirley Hughes	The Rabbit Problem – Emily Gravett Peter Rabbit – Beatrix Potter	Paddington by Michael Bond
Poetry	Poems about Wildlife	Poems about pets	Poet study – Puffin Book of Fantastic First Poems – June Crebbin	Out and About by Shirley Hughes	We have a little Garden Poem by Beatrix Potter	Paddington Station poem

Year Two	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core Text	Wild- Emily Hughes	Man on the Moon- Simon Bartram	Traction Man- Mini Grey	The Owl and The Pussy Cat- Edward Lear	Lila and the Secret of Rain	Little Evie in The Wild Wood- Jackie Morris
Poetry	Out and About- Shirley Hughes	Space Poems by Gaby Morgan	Machine Poetry- Nick Sharratt and Jill Bennet	All Aboard the Toy Train – Tony Bradman	Bringing The Rain to Kapiti Plain- Verna Aardeema	Dragonfly out in the Sun

Year 1				
Word Structure	Sentence Structure	Text Structure	Punctuation	Terminology
<p>Regular plural noun suffixes –s or –es (e.g. <i>dog, dogs; wish, wishes</i>)</p> <p>Suffixes that can be added to verbs (e.g. <i>helping, helped, helper</i>)</p> <p>How the prefix un- changes the meaning of verbs and adjectives (negation, e.g. <i>unkind</i>, or undoing, e.g. <i>untie the boat</i>)</p>	<p>How words can combine to make sentences</p> <p>How and can join words and join sentences</p>	<p>Sequencing sentences to form short narratives</p>	<p>Separation of words with Spaces</p> <p>Introduction to the use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Capital letters for names and for the personal pronoun I</p>	<p>word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark</p>

- Retell known narrative – concept of a sentence, capital letters and end marks, word choices, correct past tense form
- Recount and event/experience - concept of a sentence, capital letters and end marks, word choices, correct past tense form
- Fact file - concept of a sentence, capital letters and end marks, word choices

Year 2				
Word Structure	Sentence Structure	Text Structure	Punctuation	Terminology
<p>Formation of nouns using suffixes such as <i>-ness, -er</i></p> <p>Formation of adjectives using suffixes such as <i>-ful, -less</i> (A fuller list of suffixes can be found in the spelling annex.)</p> <p>Use of the suffixes <i>-er</i> and <i>-est</i> to form comparisons of adjectives and adverbs</p>	<p>Subordination (using <i>when, if, that, or because</i>) and coordination (using <i>or, and, or but</i>)</p> <p>Expanded noun phrases for description and specification (e.g. <i>the blue butterfly, plain flour, the man in the moon</i>)</p> <p>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation, command</p>	<p>Correct choice and consistent use of present tense versus past tense throughout texts</p> <p>Use of the progressive form of verbs in the present and past tense to mark actions in progress (e.g. <i>she is drumming, he was shouting</i>)</p>	<p>Capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Commas to separate items in a list</p> <p>Apostrophes to mark where the letters are missing in spelling and to mark singular possession in nouns (for example, the girl's name)</p>	<p>verb tense (past, present), adjective adverb</p> <p>Noun, noun phrase</p> <p>Suffix</p> <p>Apostrophe</p> <p>Comma</p> <p>Compound</p> <p>Statement, question, exclamation, command</p>

- Setting and character description from images and text – noun phrases
- Description from images – progressive forms of past and present tenses, adverbs
- Description from images – singular possessive apostrophe
- Questions for hot seating, before visits or visitors, about texts being read.
- Recounts – past tense, exclamatory sentence to make personal comment, subordination and coordination to join information or to give reasons, adverbs of time to sequence events
- Simple narratives – past tense, adverbs of time to sequence events, adverbs to add detail
- Instructions – command sentences, commas in lists
- Basic non-chronological report – present tense, opening question, concluding exclamatory sentence, subordination and coordination to join information or to give reasons, adverbs
- Reading responses – conjunctions to join ideas or to give reasons

Lower Key Stage Two

<https://classroom.thenational.academy/subjects-by-key-stage/key-stage-2/subjects/english> <https://classroom.thenational.academy/subjects-by-key-stage/key-stage-2/subjects/english-grammar>

<https://classroom.thenational.academy/subjects-by-key-stage/key-stage-2/subjects/english-reading-for-pleasure> <https://classroom.thenational.academy/subjects-by-key-stage/key-stage-2/subjects/english-spelling>

Year Three (cycle A)	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core Text	Aesop's Fables	Stone Age Boy – Satoshi Kitamura	The Firework Maker's Daughter	The Flower – John Light	Greek Myths – Marcia Williams The Orchard Book of Greek Myths	Peter Pan- JM Barrie
Poetry		I was born in the Stone Age- Michael Rosen	Fireworks by James Reeves	What is Pink? Christina Rossetti	The Minotaur- Rachel M Nicholas	

Year Three (cycle B)	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core Text	The Firework Maker's Daughter	Stone Age Boy – Satoshi Kitamura	The Flower – John Light	Greek Myths- Marcia Williams	Greek Myths – Marcia Williams The Orchard Book of Greek Myths	Peter Pan- JM Barrie
Poetry	Fireworks by James Reeves	I was born in the Stone Age- Michael Rosen	What is Pink? Christina Rossetti	The Minotaur- Rachel M Nicholas		

Year group

Topic

curriculum links and
Assessment

Maths links

Literacy key / core text

possible cultural capital.

Year Three/ Four	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core Text	Orion In The Dark	The Pied Piper- Michael Morpurgo	The Wolf's Footprint	Alice In Wonderland	The Wind in the Willows – Kenneth Grahame	Greek Myths- Marcia Williams
Poetry	The Sound Collector- Roger McGough, focussing on onomatopoeia			Shape poetry- looking at concrete/ shape poems and use of language		Children's favourite poems

Year Four cycle A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core Text	Escape from Pompeii – Christina Ballit	Iron Man- Ted Hughes	The Incredible Book Eating Boy	The Promise – Nicola Davies	Egyptian Cinderella	Mary Poppins- P.L.Travers
Poetry	Bush Fire – Jacky Kay			The Dancing Bear – Charles Causley		

Year Four cycle B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core Text	Escape from Pompeii – Christina Ballit	The Incredible Book Eating Boy	Egyptian Cinderella – Shirley Climo	Mary Poppins- - P.L. Travers	The Promise – Nicola Davies	Iron Man- Ted Hughes
Poetry	Bush Fire – Jacky Kay				The Dancing Bear – Charles Causley	The Coming Of Iron Man by Brenda Williams

Year 3				
Word Structure	Sentence Structure	Text Structure	Punctuation	Terminology
<p>Formation of nouns using a range of prefixes, such as <i>super-</i>, <i>anti-</i>, <i>auto-</i></p> <p>Use of the forms <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or a vowel (e.g. <i>a rock</i>, <i>an open box</i>)</p> <p>Word families based on common words, showing how words are related in form and meaning (for example, <i>solve</i>, <i>solution</i>, <i>solver</i>, <i>dissolve</i>, <i>insoluble</i>)</p>	<p>Expressing time and cause using conjunctions (e.g. <i>when</i>, <i>before</i>, <i>after</i>, <i>while</i>, <i>because</i>, <i>so</i>), adverbs (e.g. <i>then</i>, <i>next</i>, <i>soon</i>, <i>therefore</i>), or prepositions (e.g. <i>before</i>, <i>after</i>, <i>during</i>, <i>in</i>, <i>because of</i>)</p>	<p>Introduction to paragraphs as a way to group related material</p> <p>Headings and sub-headings to aid presentation</p> <p>Use of the present perfect form of verbs instead of the simple past (For example, <i>He has gone out to play</i> contrasted with <i>He went out to play</i>)</p>	<p>Introduction to inverted commas to punctuate direct speech</p>	<p>word family, conjunction, adverb, preposition, direct speech, inverted commas (or 'speech marks, consonant, consonant letter, vowel letter, clause, subordinate clause</p>

- Developed narrative - 5 clear sections using conjunctions, adverbs and prepositions to sequence events or to mark changes in setting
 - Setting descriptions - prepositional phrases
 - Narrative – dialogue (role play into speech bubbles into direct speech), past perfect tense
 - Recount – planned in sections using conjunctions, adverbs and prepositions to sequence events
 - Non-chronological report – planned in sections, headings, sub-headings, conjunctions to join information or give reasons, present perfect tense
 - Reading responses – conjunctions, adverbs, prepositions to give reasons
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Year 4				
Word Structure	Sentence Structure	Text Structure	Punctuation	Terminology
<p>The grammatical difference between plural and possessive -s</p> <p>Standard English forms for verb inflections instead of local spoken forms (e.g. we were instead of we was, or I did instead of I done)</p>	<p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the strict maths teacher with curly hair)</p> <p>Fronted adverbials (For example, Later that day, I heard the bad news)</p>	<p>Use of paragraphs to organise ideas around a theme</p> <p>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.</p>	<p>Use of inverted commas and other punctuation to indicate direct speech (For example a comma after the reporting clause; end punctuation with inverted commas: The conductor shouted, "Sit down!")</p> <p>Apostrophes to mark plural possession (e.g. the girl's name, the boys' boots)</p> <p>Use of commas after fronted adverbials (e.g. Later that day, I heard the bad news.)</p>	<p>pronoun, possessive pronoun, adverbial, determiner</p>

- Developed narrative - sequence organised into paragraphs using fronted adverbials to indicate changes in time or place
- Narrative – using fronted adverbials as single, words, phrases and clauses
- Settings – expanded noun phrases
- Description from images – possessive apostrophe
- Narrative – dialogue to show character
- Characters - developed through dialogue and action
- Explanation - sequential and causal language organised in paragraphs, fronted adverbials
- Persuasive advert or leaflet - expanded noun phrases,
- Recount and non-chronological report - organised in paragraphs
- All writing – appropriate use of pronouns and nouns

Upper Key Stage Two

<https://classroom.thenational.academy/subjects-by-key-stage/key-stage-2/subjects/english> <https://classroom.thenational.academy/subjects-by-key-stage/key-stage-2/subjects/english-grammar>

<https://classroom.thenational.academy/subjects-by-key-stage/key-stage-2/subjects/english-reading-for-pleasure> <https://classroom.thenational.academy/subjects-by-key-stage/key-stage-2/subjects/english-spelling>

Year Five	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core Text	Leon and the Place Between – Grahame Baker-Smith	Journey to Jo'burg – Beverley Naidoo	The Lady of Shalott – Alfred Lord Tennyson	Beowulf _Michael Morpurgo	The Man who Walked Between the Towers – Mordecai Gerstein	The Nowhere Emporium – Ross Mackenzie
Poetry	The Magic Box – Kit Wright	S is for South Africa – Beverley Naidoo		Kennings	If – Rudyard Kipling	Poet study – Brian Patten

Year 5				
Word Structure	Sentence Structure	Text Structure	Punctuation	Terminology
Converting nouns or adjectives into verbs using suffixes (e.g. -ate; -ise; -ify) Verb prefixes (e.g. dis-, de-, mis-, over- and re-)	Relative clauses beginning with <i>who, which, where, why, or whose</i> or an omitted relative pronoun. Indicating degrees of possibility using modal verbs (e.g. <i>might, should, will, must</i>) or adverbs (e.g. <i>perhaps, surely</i>)	Devices to build cohesion within a paragraph (e.g. <i>then, after that, this, firstly</i>) Linking ideas across paragraphs using adverbials of time (e.g. <i>later</i>), place (e.g. <i>nearby</i>) and number (e.g. <i>secondly</i>) or tense choices (For example, He had seen her before.)	Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity	relative clause, modal verb, relative pronoun, parenthesis, bracket, dash, cohesion, ambiguity

- Developed narrative - clear sequence organised into paragraphs with topic sentences and links within and between paragraphs with adverbials, past perfect tense to link events
- Narrative - action, dialogue and description used to move events forward
- Discursive text – modal verbs and adverbs to position the argument, structured paragraphs linked with adverbials, relative clauses with commas, dashes
- Developed recount – biography/autobiography – relative clauses with commas or brackets to add information, structured paragraphs linked with adverbials
- Narrative - add detail with relative clauses with commas or dashes

Year Six:

	Autumn Novel Study	Spring 1 - 3 week unit	Spring 1 Week 4 onwards and spring 2	Summer 1	Summer 2
Core Text	Once – Morris Gleitzman and Christmas Carol- Charles Dickens	Trash – Andy Mulligan	Macbeth - Shakespeare	Wonder – J.P.Palacio	Wonder – J.P Palacio
Poetry	War poetry	The Barefoot Book of Earth Poems – Grace Nicholls	Macbeth – Shakespearean blank verse	Body Talk – Benjamin Zephaniah	The Door – Miroslav Holub

Year 6				
Word Structure	Sentence Structure	Text Structure	Punctuation	Terminology
<p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. <i>said</i> versus <i>reported</i>, <i>alleged</i>, or <i>claimed</i> in formal speech or writing)</p> <p>How words are related by meaning such as synonyms and antonyms (For example, <i>big</i>, <i>little</i>, <i>large</i>)</p>	<p>Use of the passive voice to affect the presentation of information in a sentence (e.g. <i>I broke the window in the greenhouse</i> versus <i>The window in the greenhouse was broken (by me)</i>)</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. <i>He's your friend, isn't he?</i>, or the use of the subjunctive in some very formal writing and speech)</p>	<p>Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections (e.g. the use of adverbials such as, <i>on the other hand</i>, <i>in contrast</i>, or <i>as a consequence</i>), and ellipsis.</p> <p>Layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text</p>	<p>Use of the semi-colon, colon and dash to mark the boundary between independent clauses (For example: <i>It's raining; I'm fed up</i>)</p> <p>Use of the colon to introduce a list and use of semi-colons within lists</p> <p>Punctuation of bullet points to list information</p> <p>How hyphens can be used to avoid ambiguity (e.g. <i>man eating shark</i> versus <i>man-eating shark</i>, or <i>recover</i> versus <i>re-cover</i>)</p>	<p>active and passive, subject and object, hyphen, antonym, synonym, colon, semi-colon, bullet points, ellipsis</p>

- Developed texts with clear voice and sustained register and well-rounded ending
- Texts with ideas and themes linked within and across paragraphs
- Narrative - atmosphere and mood created through effective word choice, sentence structure and literary devices, **shifts in formality**
- Scientific writing, report writing – passive voice, formality
- Journalistic writing – passive voice, **shifts from formal to informal**
- Discussion writing – adverbials for cohesion, modal verbs and adverbs to position the argument
- Explanation – adverbials for cohesion, cause and effect language
- Information texts – layout devices, bullet points, semi-colon for items in a list, colon to introduce a list
- Kenning - hyphens
- **All texts – use of semi-colon and colon to control sentence structure**

PHONICS LONG TERM PLAN

Based upon Letters and Sounds

Year group	Phase/ phoneme		
Nursery	Minimum 3 x per week (10-15 minutes per session)		
	Phase 1 Aspects 1-3	Phase 1 Aspects 4-5	Phase 1 Aspect 6- 7
Reception	Autumn term	Spring term	Summer term
	5 x per week (20 minutes per session) Based upon AFL children are grouped from Autumn 2		
	Phase 2/ Phase 3	Phase 3/ Phase 4	Phase 2, 3, 4 consolidation and possible extension to Phase 5
Year 1	Autumn (1)	Autumn 2 - Summer 2	
	Recap Phase 3 & 4 Begin to teach Phase 5 & Y1 spelling objectives	Phase 5 & Y1 spelling objectives	
Year 2	Autumn (1)	Autumn 2 - Summer 2	
	Recap Phase 5 (More focus upon written skills GD children move to Y2 spelling objectives)	Y2 spelling objectives (Additional intervention for children who need additional phonics)	

Order of teaching for phonics

Reception - Year 2

Reception - Phase 2					
s,a,t,p (set 1) Oral blending and segmentation	i,n,m,d (set 2) High frequency words: is, it, in , at - blending for reading	g,o,c,k, (set 3) Blending for reading Segmentation for spelling and	ck e,u,r (set 4) Read words ending in -ck Read to & the	h, b, f, ff, l ,ll, ss (set 5) Look at the end of words No, go & I	Revise all groups

Reception - Phase 2 & 3					
Recap previous sounds. j,v,w,x Learn alphabet song No, go, I, to & the	Y, z, zz,qu Read he & she Spell the & to	<u>Begin Phase 3</u> Ch, sh, th, ng Alphabet song Read me, be & we Read 2 syllable words	ai, ee, igh, oa Read was Spell no & go	Oo (boot & look) ar, or, oi Read my	Ur (hurt), ow (cow) ear (hear) <u>Begin phase 4 - incorporate more challenging phase 3 phonemes after two weeks</u> Read you
Air (fair), ure (sure), er (her) Read they Practise letter names	Recap all groups Read her Practise letter names	Recap all groups Read all Practise letter names	Recap all groups Read are Practise letter names	Consolidation Practise letter names	Consolidation Practise letter names

Reception - Phase 4			
cvcc reading and spelling Read said & so Spell he, she, me & be Practise reading & spelling high frequency words	ccvc words reading and spelling Read have, like, some & come Spell was & you Practise reading & spelling high frequency words	Reading & spelling words containing adjacent consonants Read were, there, little & one Spell they, all & are Practise reading & spelling high frequency words	Reading & spelling words containing adjacent consonants Read do, when, out & what Spell my & her Practise reading & spelling high frequency words

Year 1	Recap Phase 3 & 4 and teach Phase 5				
Autumn (1) <i>Recap phase 3 & 4: Segmenting and blending ch, sh, th, ng ai, ee, igh, oa oo (boot, look) ar, or, oi, ur, ow, ear, ure</i>	Autumn 2 onwards				
Recap tricky words phase 2, 3 & 4: I, the, to, no, go, into, he, she, me, we, be, said, so, was, you, have, like, come, some, they, all, are, my, her, were, there, little, one, do, when, out, what	Teach /zh/ phoneme (treasure) Teach alternative spellings for short vowel and consonants : C (k ck qu x ch) Ch (tch) F (ph) J (g dge) Read : oh, their Spell : said, so	Teach alternative spellings for short vowel and consonants : M (mb) N (kn gn) Ng (n(k)) W (wr) Read : Mr, people Spell : have, like	Teach alternative spellings for short vowel and consonants : S (c sc) Sh (ch t(ion) ss(ion, ure) s (ion, ure) c (ion, ious, ial) V (ve) W (wh) Read : Mrs, looked Spell : some, come	Teach alternative spellings for short vowel and consonants : e (ea) i (y ey) o (o(w)) Read : called, asked Spell : were, there	Teach /ai/ family ay a-e eigh ey ei Read : water, where, who Spell : little
	Teach /ai/ family ay a-e eigh ey ei Read : again, thought Spell : one, do				

Year 1 - Phase 5					
Spring term onwards					
Teach /ee/ family Ea e-e ie y ey eo	Teach /ee/ family Ea e-e ie y ey eo	Teach /ee/ family Ea e-e ie y ey eo	Teach /igh/ family Y ie i-e	Teach /igh/ family Y ie i-e	Teach /oa/ family Ow oe o-e o
Read : through, work Spell : when, what	Read : mouse, many Spell : out, oh	Read : laughed, because Spell : their, people	Read : different, any Spell : Mr, Mrs	Read : eyes, friends Spell : looked, called	Read : once, please Spell : asked

Year 1	Teach phase 5				
Spring term onwards					
Teach /oa/ family Ow oe o-e o	Teach /oo/ family (as in moon) Ew ue ui ou	Teach /oo/ family (as in book) U oul o	Teach /or/ family Aw au al our	Teach /ur/ family ir er ear	Teach /ow/ family ow
Reading and spelling : recap words highlighted in assessments	Reading and spelling : recap words highlighted in assessments	Reading and spelling : recap words highlighted in assessments	Reading and spelling : recap words highlighted in assessments	Reading and spelling : recap words highlighted in assessments	Reading and spelling : recap words highlighted in assessments
Teach /oi/ family oy	Teach /ear/ family Ere eer	Teach /air/ family Are ear	Teach /ure/ family Our	Teach /er/ family Our e u	
Reading and spelling : recap words highlighted in assessments	Reading and spelling : recap words highlighted in assessments	Reading and spelling : recap words highlighted in assessments	Reading and spelling : recap words highlighted in assessments	Reading and spelling : recap words highlighted in assessments	

Year 2 - Revisit aspects of phase 5 Teach Y2 spelling curriculum						
		Autumn term - revision of phase 5				
/ai/ family ay a-e eigh ey ei Read and spell: Was, no, go, my, you	/ee/ family Ea e-e ie y ey eo Read and spell: Thought, work, mouse many, when	/igh/ family Y ie i-e Read and spell: Her, said, so, have, asked	/oa/ family Ow oe o-e o Read: Through, laughed, because, What, out	/oo/ family (as in moon) Ew ue ui ou Read: Once, please, Mr, Mrs, Looked, called	/oo/ family (as in book) U oul o Read and spell: any, eyes, their	
/or/ family Aw au al our Read and spell: please, Mr, Mrs Looked	/ur/ family ir er ear y Read and spell: Through, people, when	/oi/ family oy Read and spell: Different, once, called	/ear/ family Ere eer Read and spell: Recap	/air/ family Are ear Read and spell: Recap	/ure/ family Our Read and spell: Recap	/er/ family Our e u Read and spell: Friends, people, asked
Spring term			Summer term			
Year 2 spelling objectives: Strategies for learning words: common exception words and high-frequency words (<i>could, should, would</i>) Contractions (<i>can't, didn't, hasn't, it's, couldn't, I'll, they're</i>) Adding endings '-ing', '-ed', '-er', '-est' to words ending in 'e' with a consonant before it	Year 2 spelling objectives: Near homophones (<i>quite/quiet</i>) Strategies for learning words: selected words from personal lists, including common exception words, topic words Adding '-ing', '-ed', '-er', '-est' and '-y' to words of one syllable ending in a single consonant after a single vowel Common exception words (<i>move, prove, improve, should, would, could, most, both, only</i>)	Year 2 spelling objectives: Strategies for learning spellings: mnemonics Homophones (<i>new/knew, there, their, they're</i>) Adding '-es' to nouns and verbs ending in 'y' The possessive apostrophe (singular nouns) Adding suffixes '-ful', '-less' and '-ly' Words ending '-tion' Strategies at the point of writing: using an alphabetically-ordered word bank	Year 2 spelling objectives: Sound spelt '-el' at the end of words Adding endings '-ing', '-ed', '-er', and '-est' to words ending in '-y' Strategies at the point of writing: using analogy (includes dictation) Proofreading: using a dictionary/word bank Strategies for learning words: words including spelt 'a' before 'l' and 'll' and spelt 'ar' after 'w'	Year 2 spelling objectives: Suffixes '-ment' and '-ness' Strategies for learning words: selected words using cards The sound spelt 'or' after 'w' The possessive apostrophe (singular nouns) The sound spelt '-al' at the end of words Strategies for learning words: using Look, say, cover, write and check for common exception words	Year 2 spelling Objectives: Spellings and concepts that pupils need to secure Homophones Practise/Apply sound spelt 'o' Sounds spelt 'il' at the end of words Strategies for learning words: common exception words Proofreading: using a dictionary/word bank	Year 2 spelling objectives: Spelling lessons should now focus on the following: • Revision of all the content from the Year 2 programme • Securing spelling strategies • At the point of writing - introducing personal Have a go sheets for all writing • After writing - developing proofreading and checking skills including using a dictionary • Learning spellings - developing children's journals

Phonics Q and A:

1. Which Phonics programme/s do you use?
Phonics provision follows the recommendations for a systematic approach using Letter and Sounds and the associated teaching sequence. We also use a synthetic approach to practise blending and segmenting.
2. Do you offer an alternative programme for children at risk of not meeting the Phonics screening in Year 1?
Children with poor phonological skills who are at risk of not meeting the phonics screening check expectations are provided with tailored interventions to meet their needs. We also encourage children with other strategies such as sight vocabulary.
3. What provision do you offer for INA children or children new to school beyond Year 1 who need support in meeting year group expectations in phonics/ reading?
Teachers thoroughly assess the phonic code knowledge and blending skills of each child and swiftly provide a tailored intervention. In the autumn term, we provide interventions and monitor the progress of children in Year 3 who failed to reach the expected standard for the phonic screening check. Toe by Toe interventions are also used for children who need support meeting year group expectations for phonics/reading.
4. What training have your staff had on the phonics programme you use and who delivers the training? How do you ascertain staff confidence in delivering the programme?
All staff receive phonics training from Anne Ashton at QEST. Anne delivers a twilight session, in our school, once a year, for all members of staff. This ensures all staff (including TAs) have refreshed their subject knowledge to deliver high quality phonic lessons.
5. Are there any staff who have not yet received the training? With staff mobility (both within school with year group changes and with staff leaving/ arriving) how do you ensure staff delivering your phonics programme are competent and confident in delivery?
No. All staff have received phonics training. The Head of Lower School/ Early Reading Lead ensures any new staff are briefed on the phonics programme and are provided with opportunities for lesson study observations - allowing teachers to plan and deliver a phonics lesson together.
6. Which phases do you offer in each of your year groups?
Nursery – Phase 1 Reception – Phase 2, 3 and 4 Reception/Year 1 – 2, 3, 4 and 5 Year 1 /2 – phase 4 and 5 Year 2 – Phase 5 and 6
7. Are you planning any changes to the way you deliver Phonics and when will these be implemented?
No
8. As phonics is only one element of reading, what other provision do you offer to ensure a breadth of approach in terms of comprehension and enjoyment of reading? (This may include a literature driven cross curricular approach, reading for pleasure, development of learning environments such as vocabulary rich displays, reading areas, school libraries etc., enrichment activities such as visiting authors, ICT based programmes and so on).
We have developed our curriculum to ensure real books underpin teaching sequences for literacy. This approach has created a meaningful and motivating curriculum and we are now developing coherent links to learning in other curriculum areas to provide a

literature driven cross curricular approach. We have heavily invested time and money to establish and promote a literacy culture with a Literacy loaded curriculum.

The environment communicates exciting possibilities for reading and writing with high quality displays of work celebrating children's reading and writing responses, along with working walls which reflect and support learning from English lessons. Each classroom has a dedicated reading space to promote reading for pleasure.

Language development has a deservedly high profile in our school to support children in developing articulate responses to reading and writing. Vocabulary has a high profile in lessons - understanding of vocabulary meaning is a focus and breadth of vocabulary knowledge is extended through discussion, reading and through sentence building. Working walls have vocabulary cards which can be removed and used by teachers during lessons. We are further developing our teaching of language development through broadening our subject knowledge with key texts including:

- Bringing Words to Life
- Closing the Vocabulary Gap
- Which Book and Why?
- Guided Reading – Layers of Meaning: A handbook for teaching comprehension for 7-11 year olds

Maths

Purpose of study

Mathematics is a creative and highly inter-connected discipline that has been developed over centuries, providing the solution to some of history's most intriguing problems. It is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment. A high-quality mathematics education therefore provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject.

Aims

The national curriculum for mathematics aims to ensure that all pupils: ♣ become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately. ♣ reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language ♣ can solve problems by applying their mathematics to a variety of routine and nonroutine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions. Mathematics is an interconnected subject in which pupils need to be able to move fluently between representations of mathematical ideas. The programmes of study are, by necessity, organised into apparently distinct domains, but pupils should make rich connections across mathematical ideas to develop fluency, mathematical reasoning and competence in solving increasingly sophisticated problems. They should also apply their mathematical knowledge to science and other subjects.

<https://classroom.thenational.academy/subjects-by-key-stage/key-stage-1/subjects/maths>

<https://classroom.thenational.academy/subjects-by-key-stage/key-stage-2/subjects/maths>

Reception/ Year One

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number: Place Value (within 10)				Number: Addition and Subtraction (within 10)				Geometry: Shape	Number: Place Value (within 20)		Consolidation
Spring	Number: Addition and Subtraction (within 20)				Number: Place Value (within 50) (Multiples of 2, 5 and 10 to be included)			Measurement: Length and Height		Measurement: Weight and Volume		Consolidation
Summer	Number: Multiplication and Division (Reinforce multiples of 2, 5 and 10 to be included)			Number: Fractions		Geometry: position and direction	Number: Place Value (within 100)		Measurement : money	Time		Consolidation

Year One/ Two

<https://classroom.thenational.academy/subjects-by-key-stage/key-stage-1/subjects/maths>

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number: Place Value				Number: Addition and Subtraction				Geometry: Shape	Measurement: Money		
Spring	Number: Multiplication and Division (Y1: Place Value to 50 included)				Number: Fractions			Measurement: Length and Height	Measurement: Mass, Capacity and Temperature		Consolidation	
Summer	Year 1: Place Value within 100 Year 2: Statistics		Geometry: Position and Direction		Problem solving and efficient methods		Measurement: Time		Investigations		Consolidation	

Year Two <https://classroom.thenational.academy/subjects-by-key-stage/key-stage-1/subjects/maths>

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number: Place value			Number: Addition and Subtraction				Measurement: Money		Number: <u>Multiplication</u> and Division		
Spring	Number: Multiplication and <u>Division</u>		Statistics		Geometry: Properties of Shape		Number: Fractions			Measurement: length and height	Consolidation	
Summer	Position and direction			Problem solving and efficient methods		Measurement: Time		Measurement: Mass, Capacity and Temperature		Investigations		

Year Three <https://classroom.thenational.academy/subjects-by-key-stage/key-stage-2/subjects/maths>

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number – Place Value			Number – Addition and Subtraction				Number – Multiplication and Division			Consolidation	
Spring	Number - Multiplication and Division			Measurement: Money	Statistics		Measurement: length and perimeter		Number - Fractions		Consolidation	
Summer	Number – fractions			Measurement: Time		Geometry – Properties of Shapes		Measurement: Mass and Capacity			Consolidation	

Year Three/ Four <https://classroom.thenational.academy/subjects-by-key-stage/key-stage-2/subjects/maths>

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number: Place Value				Number: Addition and Subtraction				Number: Multiplication and Division			Consolidation
Spring	Number: Multiplication and Division		Measurement: Length, Perimeter and Area		Number: Fractions				Year 3: Fractions Year 4: Decimals			Consolidation
Summer	Measurement: Money		Statistics		Measurement: Time			Geometry – Properties of Shapes		Year 3: Mass and Capacity Year 4: Position and Direction		Consolidation

Year Four <https://classroom.thenational.academy/subjects-by-key-stage/key-stage-2/subjects/maths>

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number – Place Value				Number- Addition and Subtraction			Measurement - Length and Perimeter	Number- Multiplication and Division			Consolidation
Spring	Number- Multiplication and Division			Measurement - Area	Fractions				Decimals			Consolidation
Summer	Decimals		Measurement- Money		Time	Statistics		Geometry- Properties of Shape		Geometry- Position and Direction		Consolidation

Year Five <https://classroom.thenational.academy/subjects-by-key-stage/key-stage-2/subjects/maths>

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number – Place Value			Number – Addition and Subtraction		Statistics		Number – Multiplication and Division		Perimeter and Area		Consolidation
Spring	Number – Multiplication and Division			Number – Fractions						Number – Decimals & Percentages		Consolidation
Summer	Number – Decimals				Geometry- Properties of Shapes			Geometry- Position and Direction	Measurement- Converting Units		Measures Volume	Consolidation

Year Six

<https://classroom.thenational.academy/subjects-by-key-stage/key-stage-2/subjects/maths>

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number- Place Value		Number- Addition, Subtraction, Multiplication and Division				Fractions				Geometry- Position and Direction	Consolidation
Spring	Number- Decimals		Number- Percentages		Number- Algebra		Measurement Converting units	Measurement Perimeter, Area and Volume		Number- Ratio		Consolidation
Summer	Geometry- Properties of Shapes		Problem solving			Statistics		Investigations				Consolidation

Science

<https://classroom.thenational.academy/subjects-by-key-stage/key-stage-1/subjects/science>

<https://classroom.thenational.academy/subjects-by-key-stage/key-stage-2/subjects/science>

A high-quality science education provides the foundations for understanding the world through the specific disciplines of biology, chemistry and physics. Science has changed our lives and is vital to the world's future prosperity, and all pupils should be taught essential aspects of the knowledge, methods, processes and uses of science. Through building up a body of key foundational knowledge and concepts, pupils should be encouraged to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena. They should be encouraged to understand how science can be used to explain what is occurring, predict how things will behave, and analyse causes.

Aims The national curriculum for science aims to ensure that all pupils: develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future.

Year Group	Topic(s) covered	Key Knowledge to be learned (including Physics, Chemistry and Biology; and the 5 types of enquiry: observation over time, pattern seeking, identification, classifying and grouping, comparative and fair testing and research using secondary sources	Maths possibilities/	Writing possibilities/ core text links	Possible cultural enhancements & vocabulary
Y1/ Y2 cycle A	Everyday materials and their properties	<ul style="list-style-type: none"> Know the name of the materials an object is made from Know about the properties of everyday materials Know why a material might or might not be used for a specific job Know how materials can be changed by squashing, bending, twisting and stretching 		"Traction Man" by Mini Grey	Science Club each summer term Materials Y1 vocabulary mat Materials Y2 vocabulary mat
	Animals including humans	<ul style="list-style-type: none"> Know the name of parts of the human body that can be seen Name some different sources of food for animals Know and explain a simple food chain Know the basic stages of a life cycle for animals, including humans Know why exercise, a balanced diet and good hygiene are important to humans 		"Wild" by Emily Hughes "The Bog Baby" by Jean Willis "Animal Poems"	Animals vocabulary mat Healthy living vocabulary mat

Year group	Topic	curriculum links and Assessment	Maths links	Literacy key / core text	possible cultural capital.
	Seasonal changes	<ul style="list-style-type: none"> Name the seasons and know the type of weather in each season Know that there is more daylight in summer than winter Know that shadows are formed when an object blocks a path of light Know that the length of shadows changes over the course of a day 		"Lila and the Secret of the Rain" by David Conway	Seasonal changes vocabulary mat
Y1/Y2 cycle B	All living things and their habitats	<ul style="list-style-type: none"> Know how to sort living and non living things Classify things by living, dead or never lived Match living things to their habitat Know how to classify a range of animals by amphibian, reptile, mammal, fish and birds Know and classify animals by what they eat (carnivore, herbivore omnivore) 		"The Bog Baby" by Jean Willis "Animal Poems" "Lost and Found"	Science Club each summer term Habitats vocabulary mat
	plants	<ul style="list-style-type: none"> Know and name a variety of common and wild garden plants Know and name the petals, stem, leaves and root of a plant Know and name the roots, trunk, branches and leaves of a tree Know and explain how seeds and bulbs grow into plants Know what plants need to stay healthy (water, light and suitable temperature) 		"Little Evie in The Wild" by Jackie Morris "Wild" by Emily Hughes	Plants vocabulary mat Plants and trees vocabulary mat
Y3/Y4 cycle A	Sound	<ul style="list-style-type: none"> Know how sound is made associating some of them with vibrations Know how sound travels from a source to our ears Know the correlation between pitch and the object producing a sound Know the correlation between volume of a sound and the strength of vibrations that caused it Know what happens to a sound as it travels away from its source 		The Pied Piper	Science Club each spring term Sound vocabulary mat

Year group	Topic	curriculum links and Assessment	Maths links	Literacy key / core text	possible cultural capital.
	States of matter	<ul style="list-style-type: none"> • Group materials based on their states of matter (solid, liquid, gas) • Know about and explain how some materials can change state • Know the temperature at which materials change state • Know the part played by evaporation and condensation in the water cycle 		The Wolf's Footprint Iron Man	Water Cycle vocabulary mat
	Rocks	<ul style="list-style-type: none"> • Compare and group rocks based on their appearance and physical properties, giving a reason • Know how soil is formed and fossils made • Know and explain the difference between sedimentary, igneous and metamorphic rock 		The Firework Maker's Daughter- Philip Pullman Orion and The Dark Escape from Pompeii	Rocks and magnets vocabulary mat
	Plants	<ul style="list-style-type: none"> • Know the function of different parts of flowering plants and trees • Know how water is transported within plants • Know the plant life cycle, especially the importance of flowers 			Plants vocabulary mat
	All living things and plants	<ul style="list-style-type: none"> • Use classification to group, identify and name living things • know how changes to an environment could endanger living things • use and construct food chains to identify producers, predators and prey 		The Flower- John Light The Incredible Book Eating Boy The Promise	
Cycle B	Electricity	<ul style="list-style-type: none"> • identify and name appliances that require electricity to function • construct an electric circuit • identify and name the components of a circuit (incl. cells, wires, bulbs, switches and buzzers) • predict and test whether a lamp will light within a circuit • know the function of a switch in a circuit • know the difference between a conductor and an insulator- giving examples of each 		The Promise	Science Club each spring term Electricity (Y4) vocabulary mat

Year group	Topic	curriculum links and Assessment	Maths links	Literacy key / core text	possible cultural capital.
	Forces and magnets	<ul style="list-style-type: none"> • Know about and describe how objects move on different surfaces • Know how a simple pulley works and use making lifting an object simpler • Know how some forces require contact and some do not, giving examples • Know about and explain how objects attract and repel in relation to objects and other magnets • Predict whether a magnet will attract or repel and give a reason 			Rocks and magnets vocabulary mat
	Light	<ul style="list-style-type: none"> • Know that darkness is the absence of light • Know that light is needed in order to see and it is reflected from a surface • Know and demonstrate how a shadow is formed and explain how a shadow changes shape • Know about the danger of direct sunlight and describe how to keep protected 		Iron Man	
	Animals including humans	<ul style="list-style-type: none"> • Know the importance of a nutritious, balanced diet • Know how nutrients, water and oxygen are transported within animals and humans • Know about the skeletal and muscular system of a human • Identify and name the parts of the human digestive system • Know the functions of the organs in the human digestive system • Identify and know the different types of human teeth- and their functions 		The Flower The Incredible Book Eating Boy The Promise	Skeleton and muscles vocabulary mat Digestive system vocabulary mat
Year 5	Forces	<ul style="list-style-type: none"> • Identify and know the impact of air resistance and water resistance • Identify and know about friction • Explain how levers, pulleys and gears allow a smaller force to have a greater effect • Know what gravity is and its impact on our lives 		The Man Who Walked The Towers	Science Club each Autumn term Forces vocabulary mat

Year group	Topic	curriculum links and Assessment	Maths links	Literacy key / core text	possible cultural capital.
	Earth and space	<ul style="list-style-type: none"> • Know about and explain the movement of the earth and other planets around the sun • Know about and explain the movement of the moon relative to earth • Know and be able to demonstrate how night and day are formed • Describe the sun, earth and moon using the term spherical 		Leon and The Place Between	Travelling Science Earth and Space vocabulary mat
	All living things	<ul style="list-style-type: none"> • Know the life cycle of different living things, e.g. mammals, amphibians, fish and birds • Know the differences between different life cycles • Know the process of reproduction in plants • Give a reason for classifying plants and animals in specific ways 		Journey To Johannesburg	Life cycles vocabulary mat
	Animals including humans	<ul style="list-style-type: none"> • Know the process of reproduction in animals • Create a timeline to indicate stages of growth in humans • Classify living things into broad groups according to observable characteristics and based on similarities and differences • Know how living things have been classified 		The Lady of Shalott	Positive Steps input Animal classification vocabulary mat
	properties and changes in materials	<ul style="list-style-type: none"> • Compare and group materials based on their properties e.g. hardness, solubility, transparency, conductivity, (electrical and thermal) and response to magnets • know how a material dissolves to form a solution • know and show how to recover a substance from a solution • know and demonstrate how some materials can be separated (e.g. through filtering, sieving, evaporating) • know and can demonstrate how some changes are reversible and some are not • know how some changes result in the formation of a new material and this is usually irreversible 		The Nowhere Emporium	Reversible and irreversible changes vocabulary mat

Year group	Topic	curriculum links and Assessment	Maths links	Literacy key / core text	possible cultural capital.
Year Six	Healthy living	<ul style="list-style-type: none"> Identify and name the main parts of the human circulatory system Know the function of heart, blood vessels and blood Know the impact of diet, exercise, drugs and lifestyle on health Know the ways in which water and nutrients are transported in animals including humans 		Trash	Science Club each Autumn term Chemistry with Cabbage each Spring term OACT input Circulatory system vocabulary mat
	Electricity	<ul style="list-style-type: none"> Compare and give reasons why components work and don't work in electrical circuits Draw circuit diagrams using correct symbols Know how the number and voltage of cells in a circuit links to the brightness of a lamp or the volume of a buzzer 			Electricity Year Six vocabulary mat
	Light	<ul style="list-style-type: none"> Know how light travels Know and demonstrate how we see objects Know why shadows have the same shape as the object that cast them Know how simple optical instruments e.g. binoculars, mirror, magnifying glass, periscope, telescope work 			Light vocabulary mat
	Inheritance and evolution	<ul style="list-style-type: none"> Know how the earth and living things have changed over time Know how fossils can be used to find out about the past Know about reproduction and offspring (recognizing that offspring usually vary and are not identical to their parents) Know how animals and plants are adapted to suit their environment Link adaptation over time to evolution Know about evolution and explain what it is 		Wonder	Evolution and inheritance vocabulary mat

Children will work scientifically throughout the programme of study; however extra days and experiences will be sources such as via the Ogden Trust, O.R.S.F.C. and Manchester University "Chemistry with Cabbage" days

History

<https://classroom.thenational.academy/subjects-by-key-stage/key-stage-1/subjects/history>

<https://classroom.thenational.academy/subjects-by-key-stage/key-stage-2/subjects/history>

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

Aims The national curriculum for history aims to ensure that all pupils: know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry' understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Year Group	Topic	Key Knowledge to be learned (including chronological knowledge, historical enquiry and interpretation of History)	Maths possibilities	Writing possibilities/ core text links	Possible cultural enhancements
Y1/ Y2 Cycle B	Changes within living memory	<ul style="list-style-type: none"> Sequence people and events and order dates from earliest to latest on simple timelines Know the main differences between their own schooldays and those of their grandparents Know that the toys their grandparents played with were different from their own Organise a number of artefacts by age Know what a number of older objects were used for 			Within Living Memory vocabulary mat
	Local History - Significant historical events, people and places in their own locality	<ul style="list-style-type: none"> Know the name of a famous person, or a famous place, close to where they live Know how the local area is different to the way it used to be a long time ago 		L.S. Lowry, Helen Bradley	Use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time

Year group	Topic	curriculum links and Assessment	Maths links	Literacy key / core text	possible cultural capital.
		<ul style="list-style-type: none"> • Differentiate between things that were here 100 years ago and things that were not (including buildings, tools, toys, etc.) • Identifies similarities and differences between periods 			
Y1/Y2 cycle A	Events beyond living memory The Great Fire of London	<ul style="list-style-type: none"> • Know about an event or events that happened long ago, even before their grandparents were born • Know the cause of the GFOL • Know the impact of the GFOL • Know what we use today instead of a number of older given artefacts • Know that children's lives today are different to those of children a long time ago • Understand some of the ways we find out about the past from sources e.g. pictures / stories 			Beyond Living Memory vocabulary mat
	The lives of significant individuals	<ul style="list-style-type: none"> • Name a famous person from the past and explain why they are famous • Know about a famous person from outside the UK and explain why they are famous • Recounts historic details from eye-witness accounts, photos and artefacts • Make comparisons between famous people from the past 		Non fiction-biographies Neil Armstrong, Tim Peake... Man on The Moon by Simon Bartram	Famous people vocabulary mat
Y3/Y4 cycle B	Victorian Britain	<ul style="list-style-type: none"> • When Victoria was queen, in the context of a timeline • know some Great British inventions during the Victorian era • Victorian schooling and childhood experiences 	Timelines	Oliver Twist by Charles Dickens	

Year group	Topic	curriculum links and Assessment	Maths links	Literacy key / core text	possible cultural capital.
		<ul style="list-style-type: none"> Child labour in the cotton mills social class Transport including the function of canals How we can see evidence from Victorian times in our locality 			
	The Roman Empire and its impact on Britain	<ul style="list-style-type: none"> Know how Britain changed from the iron age to the end of the Roman occupation Know how the Roman occupation of Britain helped to advance British society Know there was resistance to Roman occupation and know about Boudicca Know about at least one Roman emperor Know that a timeline can be divided into BC (Before Christ) and AD (Anno Domini). 	Roman numerals Timelines	Escape from Pompeii	Map of Roman Empire The Romans vocabulary mat https://classroom.thenational.academy/units/roman-britain-9a0e
	The achievements of the Ancient Egyptians (optional and extra to the Nat. Curric. Requirements)	<ul style="list-style-type: none"> The daily lives of Egyptians Where, when etc Why they settled there (the importance of the Nile) The gods including sacrifices Tombs including mummification and Tutankhamun Knows the difference between primary and secondary sources of evidence. Uses a range of sources to collect information about the past. 	Timelines	Egyptian Cinderella	Ancient Egypt vocabulary mat Slavery of the Jews, Biblical links incl. Moses and the plagues https://classroom.thenational.academy/units/ancient-egypt-ff66
Cycle A	Changes in Britain from the Stone Age to the Iron Age	<ul style="list-style-type: none"> Know how Britain changed between the beginning of the stone age and the iron age Know the main differences between the stone, bronze and iron ages Know what is meant by "hunter gatherers" Starts to use stories or accounts to distinguish between fact and fiction 	Timelines	Stone Age Boy	Stone Age vocabulary mat

Year group	Topic	curriculum links and Assessment	Maths links	Literacy key / core text	possible cultural capital.
		<ul style="list-style-type: none"> Know that a timeline can be divided into BC (Before Christ) and AD (Anno Domini). 			
	Ancient Greece	<ul style="list-style-type: none"> Know some of the main characteristics of the Athenians and Spartans Know about the influence of the gods in Ancient Greece Know at least five sports competed in the Ancient Greek Olympics Uses a range of sources to collect information about the past. Know the difference between primary and secondary sources of evidence. 	Timelines Pythagorus	Greek Myths / Aesop's Fables Odysseus/ The Iliad	Ancient Greeks vocabulary mat https://classroom.thenational.academy/units/ancient-greece-79e7
Year Five	The Viking and Anglo Saxon struggle for the kingdom of England to the time of Edward the Confessor	<ul style="list-style-type: none"> Know how Britain changed between the end of the Roman occupation and 1066 Know about how the Anglo Saxons attempted to bring law and order into the country Know that during the Anglo Saxon period Britain was divided into many kingdoms Know that the way the kingdoms were divided led to the creation of some of our county boundaries today Know how the lives of wealthy people were different from the lives of poorer people social class Use a timeline to show when the Anglo Saxons were in England Knows how some historical events/periods occurred concurrently in different locations, e.g. Indus Valley and Ancient Egypt. 	Timelines	Beowolf	The Vikings vocabulary mat Anglo Saxon vocabulary mat https://classroom.thenational.academy/units/vikings-and-anglo-saxons-vc874
	The achievements of The Shang Dynasty of Ancient China	<ul style="list-style-type: none"> Where and when it was (in the context of a timeline) What dynasties are The gods of the Shang dynasty 	Timelines		https://classroom.thenational.academy/units/the-shang-dynasty-75f2

Year group	Topic	curriculum links and Assessment	Maths links	Literacy key / core text	possible cultural capital.
		<ul style="list-style-type: none"> • The creation of the writing system • Know about the creation of the silk industry trade • The Shang monetary system • The daily lives of people in the Shang dynasty – hierarchy from peasants to emperors social class • Recognises when they are using primary and secondary sources of information to investigate the past 			
	Britain's settlement by Anglo Saxons and Scots	<ul style="list-style-type: none"> • Know where the Vikings originated from and show this on a map • Know that the Vikings and Anglo Saxons were often in conflict • Know why the Vikings frequently won battles with the Anglo Saxons • Uses a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites; 	Timelines		The Vikings vocabulary mat Anglo Saxon vocabulary mat
	Black History (this is an extra topic surplus to Nat. Curric. Requirements but we think it necessary)	<ul style="list-style-type: none"> • Know that apartheid was a social system separating disadvantaged black people from white people • Know about the life of Nelson Mandela • Local thread- Windrush settlement • How lives have changed locally for immigrants 	Timelines	Journey to Johannesburg by Michael Morpurgo	
Year Six	A non-European society that provides contrasts with British history	<ul style="list-style-type: none"> • Have an understanding of how the Early Islamic Civilisation shaped world history • Uses timelines to place events, periods and cultural movements from around the world • Find out about The House of Wisdom and Baghdad's role in the Early Islamic Civilisation 	Timelines		Early Islamic Civilisation vocabulary mat

Year group	Topic	curriculum links and Assessment	Maths links	Literacy key / core text	possible cultural capital.
		<ul style="list-style-type: none"> • Explain some of the significant discoveries and studies which were led by early Islamic scholars and evaluate the impact they made on the wider world • Describe who Muhammad is, how the first caliphate came to be formed and explain the roles and responsibilities of a caliph • Identify reasons why the early Islamic civilisation became a major power, know about the Silk Road trade route 			
	A local history study unit (this to be a theme which interweaves	<ul style="list-style-type: none"> • Know there are places of significant historical interest in the local area e.g. roman fort, local prison of war camp • Research significant local people e.g. Annie Kenney • Knowledge of older residents for their own personal experiences, including memories of WW2 • Forms own opinions about historical events from a range of sources. • Know about significant events that happened in the local area e.g The Peterloo Massacre • Industrial evolution & the impact of the cotton industry on local lives- conditions in the mills, incl. child labour; the housing; leisure and transport social class trade 	Timelines		
	Britain in World Wars 1 and 2	<ul style="list-style-type: none"> • When the war(s) started; • Why they started / ended • Where they started • The experience of children, families and soldiers in war (food, separation) • Impact on the lives of women, how their lives changed • Impact of war on our local area 	Timelines	Michael Morpurgo novels- Private Peaceful; Stay Where You are and Then Leave- John Boyne Once- Morris Gleitzman The Boy In The Striped Pyjamas- John Boyne	World War 1 and World War 2 vocabulary mats https://classroom.thenational.academy/units/20th-century-conflict-world-war-i-3cbd https://classroom.thenational.academy/units/20th-century-conflict-world-war-ii-ce4e

Year group	Topic	curriculum links and Assessment	Maths links	Literacy key / core text	possible cultural capital.
		<ul style="list-style-type: none"> Lasting effects of war on our lives today Shows an awareness of the concept of propaganda Recognises when they are using primary and secondary sources of information to investigate the past 		(plus any new novels written) World War One poems (Owen, Sassoon, McCrae)	

Music

<https://classroom.thenational.academy/subjects-by-key-stage/key-stage-1/subjects/music> <https://classroom.thenational.academy/subjects-by-key-stage/key-stage-2/subjects/music>

Music is a universal language that embodies one of the highest forms of creativity. A high quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

Aims The national curriculum for music aims to ensure that all pupils: can perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians can learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence can understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Key stage 1 Pupils should be taught to: can use their voices expressively and creatively by singing songs and speaking chants and rhymes can play tuned and untuned instruments musically can listen with concentration and understanding to a range of high-quality live and recorded music can experiment with, create, select and combine sounds using the inter-related dimensions of music.

Key stage 2 Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should be taught to: can play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression can improvise and compose music for a range of purposes using the inter-related dimensions of music can listen with attention to detail and recall sounds with increasing aural memory can use and understand staff and other musical notations can appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians can develop an understanding of the history of music.

Year Group		Writing possibilities/ core text links	Possible cultural enhancements
Y1/Y2 Cycle A	<ul style="list-style-type: none"> The children must, during the year: <ol style="list-style-type: none"> Sing Play an instrument (tuned and untuned) Listen to and appreciate music (high quality live and recorded) Create their own music (e.g. clapping simple rhythmic patterns) <p>Topic Songs & I wanna play; Christmas; Zoo time; Topics songs; In the groove; Topic songs and Spanish songs</p>		
Y1/Y2 cycle B	<ul style="list-style-type: none"> The children must, during the year: <ol style="list-style-type: none"> Sing (and/ or clap patterns and accompaniments keeping a steady pulse) Play an instrument (simple rhythmic patterns on an instrument) 		

Year group	Topic	curriculum links and Assessment	Maths links	Literacy key / core text	possible cultural capital.
		c) Listen to and appreciate music (make connections between notations and musical sounds) d) Create their own music (e.g. ordering sounds to create beginning, middle and end) Topic songs & I wanna play; Christmas; Hey you!; Topic songs; In the groove; Spanish songs			
Year Three		The children must, during the year: a) Perform; b) composing; c) listening; d) use and understand; e) appreciate; f) history of music Learn to play a brass instrument			Learning brass instrument
Year Four		The children must, during the year: a) Perform- sing songs from memory with accuracy and pitch; b) composing- use notation to record compositions in a small group or individually; c) listening- explain why silence is often needed in music and explain what effect it has; d) use and understand- notation to record and interpret sequences of pitches ; e) appreciate – identify and describe the different purposes of music; f) history of music- begin to identify the style of Beethoven, Mozart and Elgar Spanish songs/ concierto de aranjuez by Rodrigo Learning to play an instrument (e.g. recorder)/Christmas Learning to play an instrument (e.g. recorder)/ Bach Three Little Birds/ Beethoven Spanish songs/ Mozart Favourites/ Elgar			Commence classical music timeline Start creation of music vocabulary record/ mats
Year Five		The children must, during the year: a) Perform- maintain own part while others are playing theirs b) composing- compose music which meets specific criteria, choose the appropriate tempo c) listening- repeat a phrase from the music after listening intently; d) use and understand- use a music diary to record aspects of the composition process; e) appreciate- describe, compare and evaluate music using musical vocabulary, explain why they think music is successful/ unsuccessful f) history of music choose two famous composers and compare their work, explaining preferences (not necessarily both classical) Don't Stop Believin' and Spanish songs Christmas/ Chopin, Rachmaninov and Tchaikovsky Living on a prayer/ Bach Happy/ Beethoven & Mozart Fresh Prince of Bel Air/ Mamma Mia/ Wagner			Music vocabulary record/ mats Develop Music timeline (within History) Plotting on map (<i>of Europe or the world?</i>) where the composers came from
Year Six		The children must, during the year: a) Perform- sing in harmony confidently and accurately; perform parts from memory; take the lead in a performance b) composing- use a variety of different musical devices in composition (including melody, rhythms and chords); c) listening- accurately recall a piece of music listened to; d) use and understand- analyse features within different pieces of music; e) appreciate-evaluate how the venue, occasion and purpose affects the way a piece of music is created;		A Christmas Carol by Charles Dickens	Develop Music timeline Plotting on map (<i>of Europe or the world?</i>)

Year group	Topic	curriculum links and Assessment	Maths links	Literacy key / core text	possible cultural capital.
	f) history of music- compare and contrast the impact that different composers from different times have had on people of that time- not necessarily all classical composers History of Music/ e.g. John Williams Christmas songs/ e.g. John Cage ee-oh the useful plough/ e.g. Adele make you feel my love/ e.g. Ennio Morricone Lean on me/ e.g. The Beatles Celebrating music/ Ed Sheeran			Biographical work on composers	where the composers came from Music vocabulary record/ mats

Geography

<https://classroom.thenational.academy/subjects-by-key-stage/key-stage-1/subjects/geography>

<https://classroom.thenational.academy/subjects-by-key-stage/key-stage-2/subjects/geography>

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

Aims The national curriculum for geography aims to ensure that all pupils: develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time are competent in the geographical skills needed to: collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS) communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Year Group	Topic(s) covered	Key Knowledge to be learned (select from assessment sheets, and Nat. Curric	Maths possibilities	Writing possibilities/ core text links	Possible cultural enhancements	Vocabulary
Y1/ Y2 cycle A	Countries and places in the UK	<ul style="list-style-type: none"> Know the names of the four countries that make up the U.K. and name the three main seas that surround the U.K. Know the main differences between towns, cities and villages Know which is the hottest and which is the coldest season in the U.K. Know the typical day's peak and lowest temperatures are early afternoon and during the night 	Interpret temperature, rainfall graphs	The Bog Baby- Jeanne Willis Wild The Owl and The Pussy Cat- Edward Lear Vlad and the Great Fire of London	Great Fire of London History link Geography link with capital cities/	Seaside study vocabulary mat

Year group	Topic	curriculum links and Assessment	Maths links	Literacy key / core text	possible cultural capital.	
		<ul style="list-style-type: none"> Know the names of and locate the capital cities of England, Scotland, Wales and Northern Ireland Know some of the advantages and disadvantages of living in a city or village Know some human and physical features in the UK e.g. the Pennine mountains, the big cities 			comparisons of the GB countries and capitals.	
	An African or Asian Village (at teacher's discretion)	<ul style="list-style-type: none"> Know some main differences between a place in England and a small place in a non European country Know some human and physical features in the contrasting localities Know how to express their opinion about an environmental issue such as water shortages 	Temperature/ rainfall graph Graphs and charts to compare water uses	Lila and the secret of Rain / compared with Handa's Surprise. Bringing The Rain to Kapiti Plain- Verna Aardeema	Gambia Day Africa Kenya study in Geography	Comparative study vocabulary mat
	Fieldwork	<ul style="list-style-type: none"> Know and recognize main weather symbols Identify the following physical features: mountain, lake, island, valley, river, cliff, forest and beach Know that aerial photographs highlight human and physical features 		Wild Little Evie in the Wild Wood	Geography Map work relating to trip to Medlock Valley and places visited by children at weekends/ holidays; also weather symbols (weather forecasts)	
Y1/Y2 cycle B	Finding Our Way	<ul style="list-style-type: none"> Know which is N, S, E and W on a compass Know their own address, including postcode Know and be able to use these terminologies: left, right, below and next to 		The Bog Baby (seeking out bog babies in the Medlock Valley) Lost and Found	Map work related to trip to Lees Library	Local area vocabulary mat

Year group	Topic	curriculum links and Assessment	Maths links	Literacy key / core text	possible cultural capital.	
		<ul style="list-style-type: none"> • Know how to find their way around the local area • Know how to create their own map using a simple key 		Bob Man on the Moon	Map work directions compass points navigating through space back to England.	
	Continents and Oceans	<ul style="list-style-type: none"> • Know where the equator, North Pole and South Pole are on a globe • Know where the hottest and coldest places are in the world • Know the names of and locate the seven continents in the world • Know the names of and locate the five oceans of the world 	Comparison between temperatures in different places	Lost and Found- Oliver Jeffers Little Polar Bear- Hans de Beer Bob Man on the Moon	Locating the continents / seas key locations such as the north pole etc from Space / comparing satellite pictures with maps.	Hot and Cold Places vocabulary mat https://classroom.thenational.academy/units/oceans-and-seas-a546 https://classroom.thenational.academy/units/seven-continents-cf8c
	Fieldwork	<ul style="list-style-type: none"> • Know and recognize main weather symbols • Know typical weather patterns in the different seasons • Identify the following physical features: mountain, lake, island, valley, river, cliff, forest and beach 		Out and about poetry by Shirley Hughes	Map work relating to trip to Medlock Valley and places visited by children at weekends/ holidays; also weather symbols (weather forecasts)	
Y3/Y4 cycle A	UK and world-rivers & coasts	<ul style="list-style-type: none"> • Know and label the main features of a river • Know why most cities are located by a river • Know the names of, and locate on a map, a number of the world's longest rivers • Know how to explain the features of the water cycle 		Egyptian Cinderella	Trip to Medlock Valley	Rivers vocabulary mat

Year group	Topic	curriculum links and Assessment	Maths links	Literacy key / core text	possible cultural capital.
	UK and world-mountains, hills & forests	<ul style="list-style-type: none"> • Know the locations of the seven continents and five oceans • Know the names of and be able to locate on a map the highest mountains in the U.K. • Know the names and be able to locate on a map a number of the world's highest mountains • Know the names of the parts of a mountain- summit, peak, base etc. 	<p>The Wolf's Footprint</p> <p>The Iron Man</p>		
	Europe: including a study of a Spanish region	<ul style="list-style-type: none"> • Know the names of and be able to locate at least eight European countries • Use maps to locate European countries and capitals • Know the names of a number of European capitals • Know at least five differences between living in a Mediterranean country and the U.K. • Know where the equator, Tropic of Capricorn and the Greenwich meridian are on a world map • Know some human and physical features in the European region 	<p>Greek Myths</p> <p>Aesop's Fables</p>		
	Physical USA	<ul style="list-style-type: none"> • Know and be able to locate some of the major physical features of the USA, e.g. <ul style="list-style-type: none"> a) The Atlantic and Pacific Oceans b) The Mississippi, Ohio, Missouri and Colorado rivers c) The Rocky, Appalachian and Sierra Nevada mountain ranges d) The Grand Canyon 			<p>mountains vocabulary mat</p> <p>North America vocabulary mat</p> <p>https://classroom.thenational.academy/units/building-locational-knowledge-north-america-faad</p>

Year group	Topic	curriculum links and Assessment	Maths links	Literacy key / core text	possible cultural capital.
	Fieldwork & Map work	<ul style="list-style-type: none"> • Know how to plan a journey within the UK, using a map • Know how to make a map and use a key • Know how to collect and record data using graphs and sketch map • Know the 8 point compass directions • Know how to use 4 and 6 figure grid references and identify symbols on OS maps 			
Cycle B	UK cities & rivers	<ul style="list-style-type: none"> • Explain the features of a water cycle • Know the features of a river • Know the names of some of the major rivers in the U.K. • Describe key features of settlements and land uses- rural and urban 		Wind In The Willows	Trip to river Medlock to see effects of erosion etc
	UK counties- Lancashire & Yorkshire	<ul style="list-style-type: none"> • Know the names of, and locate, at least eight counties and at least six cities in England • Describe key features of settlements and land uses- rural and urban • Be able to make informed comparisons between land use in Lancashire and Yorkshire 			
	Earthquakes and volcanoes	<ul style="list-style-type: none"> • Know what causes an earthquake • Label the different parts of a volcano • Know the effects on the environment of earthquakes and volcanoes • Know the location of the most dangerous volcanoes in the world 		Escape From Pompeii by Christina Ballitt The Firework Maker's Daughter	

Year group	Topic	curriculum links and Assessment	Maths links	Literacy key / core text	possible cultural capital.
	Fieldwork & Map Work	<ul style="list-style-type: none"> • Know how to locate the equator, Arctic and Antarctic Circles, and where to find hot and cold places • Know the significance and the position of the Tropics of Cancer and Capricorn • Know how to make a map and use a key • Know the 8 point compass directions • Know how to use 4 and 6 figure grid references and identify symbols on OS maps 			
Year 5	The physical landscape of U.K. & Europe	<ul style="list-style-type: none"> • Know the names of and be able to locate on a map the highest mountains in the U.K. • Know and be able to locate on a map the main rivers in the U.K. • Fjords of Scandinavia • The Rhine, Danube and Volga rivers • The Alps, Pyrenees, Balkan mountain chains • Etna and Vesuvius volcanoes • Mount Elbrus • Know similarities and differences between the U.K. and a region in a European country 			<p>Mountains vocabulary mat</p> <p>Europe vocabulary mat https://classroom.thenational.academy/units/building-locational-knowledge-united-kingdom-4ae1 https://classroom.thenational.academy/units/building-locational-knowledge-europe-0322</p>
	Rivers & Fieldwork	<ul style="list-style-type: none"> • Vocabulary of rivers- source, tributary, meander, confluence, estuary, mouth, delta • Know how to describe key aspects of the water cycle • Be able to locate on a map main rivers in USA, Europe and UK 		Trip to River Medlock source	<p>Map reading vocabulary mat https://classroom.thenational.academy/units/rivers-4772</p>

Year group	Topic	curriculum links and Assessment	Maths links	Literacy key / core text	possible cultural capital.
		<ul style="list-style-type: none"> • Know what most of the ordnance survey symbols stand for • Know how to use six figure grid references • Use Google Earth to locate a country or place of interest and follow the journey of rivers etc 			
	Countries, cities and regions within North America.	<ul style="list-style-type: none"> • Know and be able to locate at least six countries in the continent of North America • Know and be able to locate the capital cities of USA, Canada and Mexico (Washington D.C., Ottawa, Mexico City) • Know and be able to locate at least six states in U.S.A. • Know about time zones and work out differences • Know how to use latitude and longitude to identify the position of a significant place in North and South America, in comparison to the U.K. 	<p>Latitude, longitude</p> <p>temperature and rainfall graphs</p> <p>time zones</p>		North America vocabulary mat
	Trade	<ul style="list-style-type: none"> • Know why industrial areas and ports are important • Know main human and physical differences between developed and third world countries • Know and understand the interdependence of countries via trade links- natural resources, including energy, food, mineral and water 	<p>Percentages, graphs, distances on maps, multiplication via scales</p>		
Year 6	Countries, cities and regions within South America.	<ul style="list-style-type: none"> • Know the names of and locate on a map, a number of South American countries • Label layers of a rainforest • Know what deforestation mean 	<p>Latitude, longitude,</p> <p>temperature and rainfall graphs</p>		<p>Rainforest vocabulary mat</p> <p>South America vocabulary mat</p> <p>https://classroom.thenational.academy/units/building-locational-knowledge-south-america-f4d0</p>

Year group	Topic	curriculum links and Assessment	Maths links	Literacy key / core text	possible cultural capital.
		<ul style="list-style-type: none"> • Know how to use graphs and charts to record features such as temperature or rainfall across the world • Know how to compare the human and physical geography of regions of North and South America • Know how to use latitude and longitude to identify the position of a significant place in North and South America, in comparison to the U.K. • Know how to describe climate zones, biomes and vegetation belts 			
	Fieldwork	<ul style="list-style-type: none"> • Know what most of the ordnance survey symbols stand for • Know how to use six figure grid references • Use Google Earth to locate a country or place of interest and follow the journey of rivers etc; • Know how to use a OS map to find one's way around the local area, including 8 points of the compass and 6 figure grid references 		Local history trail	
	Political Maps of U.K. and Europe (a revision theme not a topic)	<ul style="list-style-type: none"> • Know and be able to locate on a map at least eight countries in Europe • Know and be able to locate on a map the four countries that make up the U.K. and name the three main seas that surround the U.K. • Know and exemplify how land use patterns have changed over time 	War novel Macbeth		Europe vocabulary mat

Art & Design

<https://classroom.thenational.academy/subjects-by-key-stage/key-stage-1/subjects/art>

<https://classroom.thenational.academy/subjects-by-key-stage/key-stage-2/subjects/art>

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Aims The national curriculum for art and design aims to ensure that all pupils: produce creative work, exploring their ideas and recording their experiences become proficient in drawing, painting, sculpture and other art, craft and design techniques evaluate and analyse creative works using the language of art, craft and design know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Year Group	Topic(s) covered	Key Knowledge to be learned (select from assessment sheets, and Nat. Curric	Maths possibilities	Writing possibilities/ core text links	Possible cultural enhancements
Y1/ Y2 cycle A	English artists- e.g. Constable, Turner, Blake, Banksy et alia	<ul style="list-style-type: none"> Know how to cut, roll and coil materials Know how to use IT to create a picture Know how to use different effects within an IT paint package 			
	Art in the Environment- Andy Goldsworthy, Henry Moore	<ul style="list-style-type: none"> Know how to create a printed piece of art by pressing, rolling, rubbing and stamping know how to create a work of art in response to the work of an artist 		The Owl Who Was Afraid of The Dark Wild Little Evie In The Wild Wood	
Y1/Y2 cycle B	Drawing techniques	<ul style="list-style-type: none"> Know how to show how people feel in paintings and drawings 			

Year group	Topic	curriculum links and Assessment	Maths links	Literacy key / core text	possible cultural capital.
		<ul style="list-style-type: none"> • Know how to use pencils to create lines of different thickness in drawings • Choose and use three different grades of pencil when drawing • Know how to use a viewfinder to focus on a specific part of an artefact before drawing it 			
	L.S. Lowry	<ul style="list-style-type: none"> • describe what can be seen and give an opinion about the work of Lowry • suggest how Lowry has used colour, pattern and shape • ask questions about a piece of art 			
	Impressionist (and post impressionist) artists (Monet to Van Gogh and beyond)	<ul style="list-style-type: none"> • Know how to make a clay pot and how to join two clay finger pots together • Know how to create moods in art work • Know the names of the primary and secondary colours • Know how to create a repeating pattern in print • Know how to mix paint to create all the secondary colours • Know how to create brown with paint • Know how to create tints with paint by adding white • Know how to create tones with paint by adding black 			
Y3/Y4 cycle A	Aboriginal Art (Australia)	<ul style="list-style-type: none"> • Know how to produce sketches to produce a final piece of art • Use sketchbooks to experiment with different texture • Know how to use marks and lines to show texture in art • Recognize when art is from different cultures 		Descriptive paragraphs about works of art	

Year group	Topic	curriculum links and Assessment	Maths links	Literacy key / core text	possible cultural capital.
	Picasso and other great artists- drawings, paintings and sculpture	<ul style="list-style-type: none"> • Experiment with styles used by Picasso • Know how to show facial expressions and body language in art • Know how different artists developed their specific techniques • Know how different brushes create different effects • and colour to represent figures and forms in movement 		Descriptive paragraphs about works of art Biographical fact files	
Cycle B	Great artists	<ul style="list-style-type: none"> • Know how to identify the techniques used by different artists • Know how to compare the work of different artists • Recognize when art is from different historical periods • Explain some of the features of art from historical periods • Know how different artists developed their specific techniques 	Art timelines	Descriptive paragraphs about works of art Biographical fact files Stone Age Boy I was born in the Stone Age Egyptian Cinderella Escape from Pompeii	
	Buildings and Art-chronological representations of; classic architecture; drawings, paintings and sculptures	<ul style="list-style-type: none"> • Know how to use digital images and combine with other media • Use photographs to create reflections • Know how to use IT to create art which includes their own work and that of others • Know how to integrate digital images into artwork • Know how to print onto different materials using at least four colours • Know how to sculpt clay and other mouldable materials 	Art timelines	Descriptive paragraphs about works of art Biographical fact files	At some stage in Key Stage 2, there will be an art exhibition of children's work
Year 5	Portraiture	<ul style="list-style-type: none"> • Understand what a specific artist is trying to achieve in a given situation • Research the work of an artist and use their work to replicate a style 	Art timelines	Descriptive paragraphs about works of art Biographical fact files	

Year group	Topic	curriculum links and Assessment	Maths links	Literacy key / core text	possible cultural capital.
		<ul style="list-style-type: none"> Use a full range of pencils, charcoal or pastels when creating a piece of observational art 			
	Sculpture inspired by, for example - Giacometti / Richard Long	<ul style="list-style-type: none"> Explain the style of art used and how it has been influenced by a famous artist Know how to express emotion in art 	Art timelines	Descriptive paragraphs about works of art Biographical fact files	
	Viking Art	<ul style="list-style-type: none"> Know how to use shading to create mood and feeling Know how to organize line, tone, shape and colour to represent figures and forms in movement 	Art timelines	Descriptive paragraphs about works of art Biographical fact files	
Year Six	Abstract art and printing	<ul style="list-style-type: none"> Know how to create an accurate print design following given criteria Know how to overprint to create different patterns Know which media to use to create maximum impact Understand why art can be very abstract and what the message is trying to convey 		Descriptive paragraphs about works of art Biographical fact files	Visit to Gallery Oldham
	Landscapes and Art technique for school exhibition/ display	<ul style="list-style-type: none"> Experiment by using marks and lines to produce texture Experiment with shading to create mood and feeling Experiment with media to create emotion in art Know how to use images created, scanned and found; altering them where necessary to create art 		Descriptive paragraphs about works of art Biographical fact files	Painting in the environment- e.g. Lees sketches, Medlock Valley landscapes

Design and Technology

Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation. Aims The national curriculum for design and technology aims to ensure that all pupils: develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users critique, evaluate and test their ideas and products and the work of others understand and apply the principles of nutrition and learn how to cook.

<https://classroom.thenational.academy/subjects-by-key-stage/key-stage-1/subjects/design-technology> <https://classroom.thenational.academy/subjects-by-key-stage/key-stage-2/subjects/design-technology>

Year Group	Topic(s) covered	Key Knowledge to be learned (select from assessment sheets, and Nat. Curric	Maths possibilities	Writing possibilities/ core text links	Possible cultural enhancements
Y1/ Y2 cycle A	Nutrition and cookery	<ul style="list-style-type: none"> • Cut food safely • Weigh ingredients to use in recipe • Describe the ingredients used in a dish or cake 		Instructions to a bog baby of how to make a meal	Cake bake sales- charity fund raising
	Design, make and evaluate a product	<ul style="list-style-type: none"> • Use own ideas to design and make something and describe how their own ideas work • Design and make a product that moves, choosing appropriate resources and tools and measure with increasing accuracy; using wheels and axles if appropriate 		All about the toy train The Owl and The Pussy Cat	

Year group	Topic	curriculum links and Assessment	Maths links	Literacy key / core text	possible cultural capital.
		<ul style="list-style-type: none"> • Explain to someone how they want to make their product and make a simple plan before making • Describe how something works • Explain what works well and not so well in the model they have made • Improve their model by making it stronger/ more stable 			
Y1/Y2 cycle B	Nutrition and cookery	<ul style="list-style-type: none"> • Cut food safely • Weigh ingredients to use in recipe • Describe the ingredients used in a dish or cake 			Jelly Bean cake bakes- charity fund raising
	Design, make and evaluate a product	<ul style="list-style-type: none"> • Use own ideas to design and make something and describe how their own ideas work • Design and make a product that moves, choosing appropriate resources and tools and measuring with increasing accuracy; use wheels and axles if appropriate • Consider different ways of joining materials and components • Explain to someone how they want to make their product and make a simple plan before making • Describe how something works • Explain what works well and not so well in the model they have made • Improve their model by making it stronger/ more stable 		Vroom Vroom poems about things with wheels	
Y3/Y4 cycle A	Nutrition and cookery	<ul style="list-style-type: none"> • Describe how food ingredients come together • Weigh ingredients and follow a given recipe • Talk about which food is healthy/ not healthy 		Roman recipes Stone Age food	https://classroom.thenational.academy/units/cooking-and-nutrition-healthy-and-varied-diets-ec15

Year group	Topic	curriculum links and Assessment	Maths links	Literacy key / core text	possible cultural capital.
		<ul style="list-style-type: none"> • Know when food is ready for harvesting • Know how to be hygienic and safe when using food • Bring a creative element to the food product being designed 			
	Design, make and evaluate a product for the school	<ul style="list-style-type: none"> • Prove that a design meets set criteria • Design and make an attractive product, following a step by step plan and selecting the most appropriate tools, materials and techniques • Work with increasing accuracy, making cuts and holes with precision and using tools appropriately • Evaluate the success of a model- for functionality and appearance- and identify steps for improvement • Know how to strengthen a product by stiffening a given part or reinforcing part of the structure • Use ICT as appropriate within the design 		Roman chariots/ vehicles Electric torches	https://classroom.thenational.academy/units/3d-computer-aided-design-0301
Cycle B	Nutrition and cookery	<ul style="list-style-type: none"> • Describe how food ingredients come together • Weigh ingredients and follow a given recipe • Talk about which food is healthy/ not healthy • Know when food is ready for harvesting • Know how to be hygienic and safe when using food • Bring a creative element to the food product being designed 			USA food; food from the volcanic regions of the world; Lancashire v Yorkshire traditional foods https://classroom.thenational.academy/units/cooking-and-nutrition-healthy-and-varied-diets-ec15
	Design, make and evaluate a product	<ul style="list-style-type: none"> • Design and make an attractive product with an electrical 		Roman transport methods	https://classroom.thenational.academy/units/electronics-simple-circuits-and-switches-2540

Year group	Topic	curriculum links and Assessment	Maths links	Literacy key / core text	possible cultural capital.
		<p>component (lights/ switches/ buzzers), following a step by step plan and selecting the most appropriate tools, materials and techniques</p> <ul style="list-style-type: none"> • Work with increasing accuracy, making cuts and holes with precision and using tools appropriately • Evaluate the success of a model- for functionality and appearance- and identify steps for improvement • Know how to strengthen a product by stiffening a given part or reinforcing part of the structure • Use ICT as appropriate within the design 			
Year 5	Nutrition and cookery	<ul style="list-style-type: none"> • Be both hygienic and safe in the kitchen • Know how to prepare a meal by collecting the ingredients in the first place • Know which season various foods are available for harvesting 		Viking food	https://classroom.thenational.academy/units/cooking-and-nutrition-celebrating-culture-and-seasonality-4416
	Design and make a product that requires pulleys or gears	<ul style="list-style-type: none"> • Come up with a range of ideas after collecting information from different sources • Produce a detailed, step by step plan • Explain the appeal of a product to a specific audience • Design a product that requires pulleys or gears • Use a range of tools competently • Make a prototype before the final version • Suggest alternative plans- outlining positive features and drawbacks 			<p>Space buggies</p> <p>Moving toys</p> <p>Viking longboats</p> https://classroom.thenational.academy/units/mechanisms-levers-and-linkages-7fcb

Year group	Topic	curriculum links and Assessment	Maths links	Literacy key / core text	possible cultural capital.
		<ul style="list-style-type: none"> • Evaluate appearance and function against original criteria • Link scientific knowledge to design by using pulleys or gears • Use more complex IT to enhance the quality 			
Year Six	Nutrition and cookery	<ul style="list-style-type: none"> • Explain how food ingredients should be stored and give reasons • Work within a budget to create a meal • Understand the difference between a sweet and savoury dish 			War time diet
	Enterprise challenge	<ul style="list-style-type: none"> • Use market research to inform plans and ideas • Follow and refine original plans • Justify planning with conviction • Show that culture and society is considered in plans and designs • Know which tool to use for specific task • Explain why particular tools are chosen • Know how to test and evaluate products • Explain storage of product • Evaluate product against given criteria • Use electrical systems correctly to enhance the given product • Improve the product with strengthening, reinforcement and stiffening 			Electrical products

Year group

Topic

curriculum links and
Assessment

Maths links

Literacy key / core text

possible cultural capital.

Physical Education

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

Aims The national curriculum for physical education aims to ensure that all pupils: develop competence to excel in a broad range of physical activities are physically active for sustained periods of time engage in competitive sports and activities lead healthy, active lives.

Year Group	Gymnastics	Basic Movements and Team Games	Dance		
Year 1	<ul style="list-style-type: none"> • Make body curled, tense, relaxed and stretched • Control body when travelling and balancing • Copy sequences and repeat them • Roll, curl, travel and balance in different ways 	<ul style="list-style-type: none"> • Throw underarm • Throw and kick in different ways 	<ul style="list-style-type: none"> • Perform own dance moves • Copy or make up a short dance • Move safely in a space 	https://classroom.thenational.academy/units/gymnastics-activity-balancing-2202 https://classroom.thenational.academy/units/dance-activity-imaginative-journey-using-five-basic-body-actions-743c https://classroom.thenational.academy/units/multi-skills-activity-c81b	
Year 2	All the above and <ul style="list-style-type: none"> • Plan and perform a sequence of movements 	All the above and <ul style="list-style-type: none"> • Use hitting, kicking and/ or rolling in a game 	All the above and <ul style="list-style-type: none"> • Change rhythm, speed, level and direction in dance 	https://classroom.thenational.academy/units/gymnastics-activity-balancing-2202	

Year group	Topic	curriculum links and Assessment	Maths links	Literacy key / core text	possible cultural capital.	
	<ul style="list-style-type: none"> Improve sequence based on feedback Think of more than way to create a sequence which follows "rules" 	<ul style="list-style-type: none"> Decide the best space to be in during a game Use a tactic in a game Follow rules 	<ul style="list-style-type: none"> Make a sequence by linking sections together Use dance to show a mood or feeling 	https://classroom.thenational.academy/units/dance-activity-imaginative-journey-using-five-basic-body-actions-743c https://classroom.thenational.academy/units/multi-skills-activity-c81b		
	Gymnastics https://classroom.thenational.academy/units/gymnastic-activity-locomotion-and-rolling-55b1 https://classroom.thenational.academy/units/gymnastics-activity-sequencing-d5e7	Competitive Games https://classroom.thenational.academy/units/games-activity-passing-and-receiving-3ca4	Dance https://classroom.thenational.academy/units/dance-activity-making-and-mixing-the-main-elements-of-dance-1f06	Athletics https://classroom.thenational.academy/units/athletic-activity-run-jump-and-throw-1-4b0c https://classroom.thenational.academy/units/athletic-activity-run-jump-and-throw-2-2c34	Outdoor and adventurous activity https://classroom.thenational.academy/units/outdoor-and-adventurous-activity-trails-trust-and-teamwork-2af9 https://classroom.thenational.academy/units/outdoor-and-adventurous-activity-planning-and-making-a-journey-7f9e	Evaluate
Years 3	<ul style="list-style-type: none"> Adapt sequence to suit different types of apparatus and criteria Explain how strength and suppleness affect performance 	<ul style="list-style-type: none"> Be aware of space and use it to support team mates and to cause problems for the opposition Know and use rules fairly 	<ul style="list-style-type: none"> Improvise freely and translate ideas from a stimulus into a movement Share and create phrases with a partner and a small group Remember and repeat dance perform phrases 	<ul style="list-style-type: none"> Run at fast, slow and medium speeds; change speed and direction Take part in a relay, remembering when to run and what to do 	<ul style="list-style-type: none"> Follow a map in a familiar context Use clues to follow a route Follow a route safely 	Compare and contrast gymnastic sequences Recognize own improvement in ball games
Year 4	<ul style="list-style-type: none"> All the above and Move in a controlled way Include change of speed and direction in a sequence Work with a partner to create, repeat and improve a sequence with at least three phases 	<ul style="list-style-type: none"> Throw and catch accurately with one hand Hit a ball accurately with control Vary tactics and adapt skills depending on what is happening in a game 	<ul style="list-style-type: none"> Take the lead when working with a partner or group Use dance to communicate an idea 	<ul style="list-style-type: none"> Sprint over a short distance and show stamina when running over a long distance Jump in different ways Throw in different ways, and hit a target when needed 	<ul style="list-style-type: none"> Follow a map in a (more demanding) familiar context Follow a route within a time limit CHILDREN LEARN TO SWIM IN YEAR FOUR; THOSE WHO DO NOT REACH A PROFICIENT STANDARD RETURN TO SWIMMING LESSONS IN YEARS FIVE AND SIX 	Provide support and advice to others in gymnastics and dance Be prepared to listen to the ideas of others
Year 5	<ul style="list-style-type: none"> Make complex extended sequences Combine, action, balance and shape Perform consistently to different audiences 	<ul style="list-style-type: none"> Gain possession by working as a team Choose a specific tactic for attacking or defending 	<ul style="list-style-type: none"> Compose own dances in a creative way Perform dance to an accompaniment 	<ul style="list-style-type: none"> Controlled when taking off and landing Throw with increasing accuracy Combine running and jumping 	Follow a map into an unknown location Use clues and a compass to navigate a route Change route to overcome a problem	Pick up on something a

Year group	Topic	curriculum links and Assessment	Maths links	Literacy key / core text	possible cultural capital.
		<ul style="list-style-type: none"> Use a number of techniques to pass, dribble and shoot 	<ul style="list-style-type: none"> Dance shows clarity, fluency, accuracy and consistency 		<p>Use new information to change route</p> <p>partner does well and also on something that can be improved</p> <p>Know why own performance was better or not as good as their last</p>
Year 6	<ul style="list-style-type: none"> All the above and Combine own work with that of others Sequences to specific timings 	<ul style="list-style-type: none"> Agree and explain rules to others Work as a team and communicate a plan Lead others in a game situation when the situation arises 	<ul style="list-style-type: none"> Develop sequences in a specific style Choose own music and style 	<ul style="list-style-type: none"> Demonstrate stamina and increase strength 	<p>Plan a route and a series of clues for someone else</p> <p>Plan with others, taking account of safety and danger</p> <p>Know which sports they are good at and find out how to improve further</p>

Year group

Topic

curriculum links and
Assessment

Maths links

Literacy key / core text

possible cultural capital.

Spanish

Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.

Aims The national curriculum for languages aims to ensure that all pupils: understand and respond to spoken and written language from a variety of authentic sources speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt discover and develop an appreciation of a range of writing in the language studied.

<https://classroom.thenational.academy/subjects-by-key-stage/key-stage-2/subjects/spanish>

Year Group	Strand	Key Knowledge to be learned (select from assessment sheets, and Nat. Curric)	Maths possibilities	Writing possibilities/ core text links	Possible cultural enhancements
Years 1 and 2		In Key Stage One the children are introduced to Spanish via songs, games, and small scale interactions such as answering their names in Spanish when taking the register, and every day phrases. They are not formally assessed in Spanish until Key Stage Two			
Years 3 to 4	Speaking & Listening	<ul style="list-style-type: none"> • Creates a vocabulary mat of 50 words per year • Know how to conduct a short conversation, saying 3 or 4 things e.g. Hello, how are you what is your favourite subject • Know how to speak in short phrases • Know how to respond in a short phrase 		Year 3 -6 Text is provided in each lesson for children to develop their reading skills. A bank of books is available to further hone these skills providing a Spanish and English translation. I can read Spanish-Language learning story books: <ul style="list-style-type: none"> • I'm too big 	

Year group	Topic	curriculum links and Assessment	Maths links	Literacy key / core text	possible cultural capital.
		<ul style="list-style-type: none"> • Speak in sentences, using familiar vocabulary, phrases and basic language structures. • Listen attentively to spoken language and show understanding by joining in and responding. 		<ul style="list-style-type: none"> • Goodnight everyone • What's for supper? • I want my banana! • Get dressed, Robbie • Happy Birthday! • Space Mountain <p>As children develop their language skills they can concentrate on the decoding the Spanish text independently.</p>	
	Reading & Writing	<ul style="list-style-type: none"> • Be able to read a short passage independently • Be able to explain the main points in a short passage • Read carefully and show understanding of words, phrases and simple sentences. • Can write short phrases and sentences • Describe people, places, things and actions orally and in writing. • Be able to use a Spanish-English dictionary or glossary to look up new words 		<p>Y3 Fiesta de Cumpleanos</p> <p>Y3/Y4 "Las Ruedas Del Autobus Dan Vueltas y vueltas" y "Hombre de Color"</p> <p>Y4 "Blancanieves"</p>	
	Grammar	<ul style="list-style-type: none"> • Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. 			
Year 5 and 6	Speaking & Listening	<ul style="list-style-type: none"> • Creates a vocabulary list of 50 words per year (adding to Year 3 and 4 lists) • Can hold a simple conversation with at least 6 exchanges • Listen attentively to spoken language and show understanding by joining in and responding. • Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. 			

Year group	Topic	curriculum links and Assessment	Maths links	Literacy key / core text	possible cultural capital.
	Reading & Writing	<ul style="list-style-type: none"> • Can understand a short story or factual text and note the main points • Uses the context to work out unfamiliar words • Can write a paragraph of a few sentences • Can substitute words and phrases • Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary. • Write phrases from memory, and adapt these to create new sentences, to express ideas clearly. 		5D: El Mejor Traje Del Emperor 5M: Cuentame un Cuento de Siempre Y6: Vacaciones con Disney	
	Grammar	<ul style="list-style-type: none"> • Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. 			

Year group

Topic

curriculum links and
Assessment

Maths links

Literacy key / core text

possible cultural capital.

Computing

A high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world. Computing has deep links with mathematics, science, and design and technology, and provides insights into both natural and artificial systems. The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.

Aims The national curriculum for computing aims to ensure that all pupils: can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems are responsible, competent, confident and creative users of information and communication technology.

<https://classroom.thenational.academy/subjects-by-key-stage/key-stage-2/subjects/computing>

Key Stage 1

Year group

Topic

curriculum links and
Assessment

Maths links

Literacy key / core text

possible cultural capital.

Year Group	Topic(s) covered	Key Knowledge to be learned (select from assessment sheets, and Nat. Curric)	Assessment links	Maths possibilities	Writing possibilities/ core text links	Planning Links
Y1/ Y2 cycle A	Computer Science (Topic link Toys)	<ul style="list-style-type: none"> Know how to plan a journey for a programmable toy (Bee Bots) Know that algorithms are used on digital devices (Scratch Jr) 	<ul style="list-style-type: none"> Create simple programs (e.g. Beebots) Understand what algorithms are and that they are implemented on digital devices 	Position and direction	Writing instructions	Teach Computing link - Y1 Programming A – Moving a robot Y1 Programming B – introduction to animation Y2 Programming A – Robot Algorithms Y2 Programming B – An introduction to quizzes
	Information Technology (using technology)	<ul style="list-style-type: none"> Know how to create, store and retrieve digital content (GC) Use a website and a camera (I-pads/GC) Record sound and play back (I-pads) Organize, retrieve and manipulate digital content 	<ul style="list-style-type: none"> Use technology purposefully to create, store and retrieve digital content Record sound and play back Use a camera 			Teach Computing link – Y1 – Computing systems and networks (Technology around us) Y1 – Creating Media – Digital Painting & Digital Writing Y2 – Creating Media – Digital Photography & Making Music Unit can also link to work completed on Google Classrooms.
	Digital Literacy (including E-Safety)	<ul style="list-style-type: none"> Use technology safely Keep personal information private Know where to go for help if concerned 	<ul style="list-style-type: none"> Use technology safely Keep personal information private Know how to ask for help if concerned about content online Recognize common uses of information technology beyond the school 			Teach Computing link - Y1 – Computing systems and networks (Technology around us) Y2 Computing systems and networks (Technology around us)
Y1/Y2 Cycle B	Computer Science (Programs and Algorithms)	<ul style="list-style-type: none"> write a simple program and test it predict what the outcome of a simple program will be (logical reasoning) understand that programs require precise instructions 	<ul style="list-style-type: none"> Begin to create and debug simple programs Use logical reasoning to predict the behaviour of simple programs 	Position and direction	Writing instructions	Teach computing link Y1 Programming A – Moving a robot Y1 Programming B – introduction to animation

Year group	Topic	curriculum links and Assessment	Maths links	Literacy key / core text	possible cultural capital.
			<ul style="list-style-type: none"> • Understand that programs execute by following precise and unambiguous instructions • Understand what algorithms are; how they are implemented as programs on digital devices 		<p>Y2 Programming A – Robot Algorithms Y2 Programming B – An introduction to quizzes</p>
	Information Technology (using technology)	<ul style="list-style-type: none"> • Use technology purposefully to organise digital content • Use technology purposefully to manipulate digital content 	<ul style="list-style-type: none"> • Use technology purposefully to organise digital content • Use technology purposefully to manipulate digital content 		<p><i>This unit can link to work completed on Google Classrooms.</i></p>
	Digital Literacy (including E-Safety)	<ul style="list-style-type: none"> • Know how technology is used- at home, in school and elsewhere • use technology safely • Keep personal information private • Know where to go for help if concerned 	<ul style="list-style-type: none"> • Recognize common uses of information technology beyond school • Use technology safely and respectfully, keeping personal information private • Identify where to go for help and support when they have concerns on the internet or other online technologies 		<p>Teach computing link Y1 – Computing systems and networks (Technology around us) Y2 Computing systems and networks (Technology around us)</p>

Key Stage 2

Year group

Topic

curriculum links and
Assessment

Maths links

Literacy key / core text

possible cultural capital.

Year Group	Topic(s) covered	Key Knowledge to be learned (select from assessment sheets, and Nat. Curric)	Assessment links	Maths possibilities	Writing possibilities/ core text links	Planning Links
Y3/4 Cycle A	Computer Science (Robots)	<ul style="list-style-type: none"> • write programs that accomplish specific goals • give an “on screen” robot specific instructions to take them from A to B (design a sequence of instructions, including directional instructions) • Experiment with variables, to control models • Make an accurate prediction and explain what they believe will happen (linked to programming e.g. - Scratch) 	<ul style="list-style-type: none"> • Write programs that accomplish specific goals • Use sequence, selection and repetition in programs; work with variables • Work with various forms of input and output 		Writing instructions	<p>Teach computing link -</p> <p>Y3 – Programming A – Sequence in music</p> <p>Y3 – Programming B – Events and actions</p> <p>Y4 – Programming A – repetition in shape</p> <p>Y4 – Programming B - repetition in games</p>
	Information Technology (including using the web)	<ul style="list-style-type: none"> • navigate the web to complete searches • know how to search for specific information and know which information is useful and which is not (Google Classrooms) 	<ul style="list-style-type: none"> • Understand how computer networks can provide multiple services, such as the world wide web • Appreciate how search results are selected • Understand computer networks including the internet and use search technologies effectively • Collect information online • Design and create content • Present information 			<p>Teach computing link -</p> <p>Y3 – Computing systems and networks (connecting computers)</p> <p>Y4 – Computing systems and networks (The internet)</p> <p>Can also link to work completed on Google Classrooms</p>
	Digital Literacy (including E-Safety)	<ul style="list-style-type: none"> • use technology respectfully and responsibly • know different ways they can get help, if concerned • recognize acceptable and unacceptable behaviour using technology 	<ul style="list-style-type: none"> • Use technology responsibly • Recognize acceptable and unacceptable 			<p>Teach computing link -</p> <p>Y3 – Computing systems and networks (connecting computers)</p> <p>Y4 – Computing systems and networks (The internet)</p>

Year group	Topic	curriculum links and Assessment	Maths links	Literacy key / core text	possible cultural capital.
Y3/4 Cycle B	Computer Science (Programming)	<ul style="list-style-type: none"> • Design programs that accomplish specific goals • Design and create programs • Debug programs that accomplish specific goals • Control or stimulate physical systems • Use logical reasoning to detect and correct errors in programs 	behaviour when using technology <ul style="list-style-type: none"> • Identify a range of ways to report concerns about contact or content 	Writing instructions	Teach computing link - Y3 – Programming A – Sequence in music Y3 – Programming B – Events and actions Y4 – Programming A – repetition in shape Y4 – Programming B - repetition in games
	Information Technology (including Software)	<ul style="list-style-type: none"> • use a range of software for similar purposes • know how to select and use software for specific goals • know how to collect and present information 	<ul style="list-style-type: none"> • Select a variety of software to accomplish given goals • Select, use and combine internet services • Analyse and evaluate information • Collect and present data 		Teach computing link - Y3 – Creating Media (animation) Y3 – Creating Media (Desktop publishing) Can also link to work completed on Google Classrooms
	Digital Literacy (including E-Safety & Podcasting)	<ul style="list-style-type: none"> • use technology respectfully and responsibly • know different ways they can get help, if concerned • recognise acceptable and unacceptable behaviour using technology 	<ul style="list-style-type: none"> • Recognize acceptable and unacceptable behaviour when using technology • Identify a range of ways to report concerns about content • Understand the opportunities computer networks offer for 		Teach computing link - Y3 – Computing systems and networks (connecting computers) Y4 – Computing systems and networks (The internet)

Year group	Topic	curriculum links and Assessment	Maths links	Literacy key / core text	possible cultural capital.	
			communication (Podcasting)			
Y5	Computer Science (including Algorithms & Searching)	<ul style="list-style-type: none"> Understand how search results are selected and ranked Be aware that some search engines may provide misleading information Analyse and evaluate information reaching a conclusion that helps with future developments Design algorithms that use repetition and 2-way selection (Scratch) 	<ul style="list-style-type: none"> Understand computer networks including the internet Solve problems by decomposing them into smaller parts Use selection in programs Use logical reasoning to explain how some simple algorithms work Use logical reasoning to detect and correct errors in algorithms 	Position and Direction	Writing instructions	<p>Teach computing link –</p> <p>Y5 – Computing systems and networks (sharing information)</p> <p>Y5 – Programming A – selection in physical computing</p>
	Information Technology (including Programming)	<ul style="list-style-type: none"> Combine sequences of instructions and procedures to turn devices on and off Write a program that combines more than one attribute Use technology to control an external device (Scratch, Lego robots) 	<ul style="list-style-type: none"> Combine a variety of software to accomplish given goals Design and create systems Select, use and combine software on a range of digital devices 	Position and Direction	Writing instructions	<p>Teach computing link –</p> <p>Y5 – Programming B – selection in quizzes</p>
	Digital Literacy (including E-Safety)	<ul style="list-style-type: none"> Understand that they have to make choices when using technology and that not everything is true and/ or safe Be increasingly aware of the potential dangers of using aspects of IT and know when to alert someone if feeling uncomfortable 	<ul style="list-style-type: none"> Understand the opportunities computer networks offer for collaboration Be discerning in evaluating digital content, recognising inappropriate content, contact and conduct and know how to reports concerns 			<p>Teach computing link –</p> <p>Y5 – Computing systems and networks (sharing information)</p>
Y6	Computer Science (including Programming)	<ul style="list-style-type: none"> Develop a program that has specific variables identified Develop a sequenced program that has repetition and variable identified 	<ul style="list-style-type: none"> Solve problems by decomposing then into smaller parts Work with variables 			<p>Teach computing link –</p> <p>Y6 Creating Media (Web page creation)</p> <p>Y6 Programming A – variables in games</p>

Year group	Topic	curriculum links and Assessment	Maths links	Literacy key / core text	possible cultural capital.
			<ul style="list-style-type: none"> • Understand computer networks including the internet • Appreciate how search results are ranked 		<i>Y6 Programming B - sensing</i>
	Information Technology (including Data Handling)	<ul style="list-style-type: none"> • Know how to present data that makes it easy to understand 	<ul style="list-style-type: none"> • Collect, analyse and interpret data and know how to present data in a way that makes it easy to understand • Design and create systems 		Teach computing link – <i>Y5 – Creating Media (vector Drawing)</i> <i>Y5 – Data and information (Flat-file databases)</i> <i>Y6 Data and information (Spread sheets)</i>
	Digital Literacy (including E-Safety)	<ul style="list-style-type: none"> • Understand that they have to make choices when using technology and that not everything is true and/ or safe • Be increasingly aware of the potential dangers of using aspects of IT and know when to alert someone if feeling uncomfortable 	<ul style="list-style-type: none"> • Be discerning in evaluating digital content • Recognise inappropriate content, contact and conduct and know how to report concerns • Understand the opportunities computer networks offer for collaboration 		Teach computing link – <i>Y5 – Creating Media (Video editing)</i> <i>Y6 – Computer systems and networks (communication)</i>

R.E.

It is vital that religious education encourages pupils to develop positive attitudes to their learning and to the beliefs and values of others. The following four attitudes are essential for good learning in religious education and should be developed at each stage or phase of religious education:

- self-awareness.
- respect for all.
- open-mindedness.
- appreciation and wonder.

RE provides opportunities for spiritual development and personal reflection. It develops children’s knowledge and understanding of the nature of religion and belief, it provokes challenging questions about meaning and purpose, truth and values, identity and belonging. RE prepares children for citizenship in today’s diverse society. It enables them to develop sensitivity to, and respect for others. Quality RE breaks down barriers and builds communities. At its best RE offers pupils authentic encounters with living faith communities equipping them with the ability to hold an informed conversation about religious beliefs and practices.

The aims of RE in Church schools are:

- to enable pupils to know about and understand Christianity as a living faith that influences the lives of people worldwide and as the religion that has most shaped British culture and heritage.
- to enable pupils to know and understand about other major world religions and world views, their impact on society, culture and the wider world, enabling pupils to express ideas and insights.
- to contribute to the development of pupils’ own spiritual/philosophical convictions, exploring and enriching their own beliefs and values.

KS2 units:

- <https://classroom.thenational.academy/units/christianity-90fd>
- <https://classroom.thenational.academy/units/islam-f461>
- <https://classroom.thenational.academy/units/buddhism-b64a>
- <https://classroom.thenational.academy/units/humanism-d630>
- <https://classroom.thenational.academy/units/sikhism-e88f>
- <https://classroom.thenational.academy/units/hinduism-0000>

Year Group	Topic(s) covered			Key Knowledge to be learned (select from assessment sheets, and Nat. Curric	Maths possibilities	Writing possibilities/ core text links	Possible cultural enhancements										
Reception/ Year1	<table border="1"> <thead> <tr> <th>Autumn</th> <th>Spring</th> <th>Summer</th> </tr> </thead> <tbody> <tr> <td>EYFS Harvest</td> <td>1.2 God and creation</td> <td>1.7 Why is baptism special</td> </tr> <tr> <td>EYFS Prayer</td> <td></td> <td></td> </tr> <tr> <td>1.3 Christmas. Why do we give and receive gifts?</td> <td>2.4 Easter. How do Symbols help us understand the story? signs and symbols</td> <td>2.6 What happened at the Ascension and Pentecost?</td> </tr> </tbody> </table>	Autumn	Spring	Summer	EYFS Harvest	1.2 God and creation	1.7 Why is baptism special	EYFS Prayer			1.3 Christmas. Why do we give and receive gifts?	2.4 Easter. How do Symbols help us understand the story? signs and symbols	2.6 What happened at the Ascension and Pentecost?	<ul style="list-style-type: none"> • Raise awareness that we harvest food all around the world and that we usually have plenty but others do not and to discuss what our response as Christians should be to the need of others. • Give children the opportunity to develop their perceptions and understanding of God. Provide an opportunity for reflection on feelings of awe, wonder, delight and mystery in relation to the natural world. • Deepen the children’s understanding of the true meaning of Christmas through emphasising that Jesus was a gift from God and discuss the thoughts and feelings associated with giving and receiving gifts. • Give children an opportunity to reflect upon the miracles of nature and new life during 	Sorting food into groups Counting Tally charts	Lost and Found – link to the bible story The Lost Sheep and the poem by Christina Rosetti:- <i>What can I give Him - Poor as I am! If I were a shepherd - I would bring a lamb. If I were a wise man - I would do my part. Yet what I can I give Him - Give my heart.</i>	Visiting Church for harvest experience Donating food to food banks Exploring new life on a farm A spring walk Learning about life cycles Explore the Jewish festival of Sukkot https://classroom.thenational.academy/units/the-nativity-c64a https://classroom.thenational.academy/units/judaism-7011
Autumn	Spring	Summer															
EYFS Harvest	1.2 God and creation	1.7 Why is baptism special															
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Year group	Topic			curriculum links and Assessment	Maths links	Literacy key / core text	possible cultural capital.
				<p>springtime and to make links between the transformation of plants and animals.</p> <ul style="list-style-type: none"> To know the Easter story in order to develop an understanding of the resurrection and the concept of salvation. Give children an understanding that symbols are pictures or objects with a deeper meaning and a story to tell. give children an opportunity to begin to explore the concept of God as three in one. emphasize the importance of these events in the life of Jesus and the Church, then and now. deepen children’s understanding of what it means to belong through exploring the celebration of baptism and the ways in which people of faith welcome babies. 		<p>This Lost Rabbit Belongs to Emily Brown – new life</p> <p>Nativity story, the story of the Wise Men and the story of St Nicholas.</p> <p>Jesus baptism. Matthew 3:13-16, Mark 1:9-13, Luke 3:21-23 all tell the story of John baptising Jesus in the river Jordan.</p>	
Y1/Y2	<p>1.1 Harvest. How can we help those who do not have a good harvest? 1.9 My world Jesus world (or UC 1.1 What do Christians believe God is like?) 2.7 The journey to Bethlehem</p>	<p>2.3 Jesus friend to everyone S1 Holy Week</p>	<p>2.5 Why is the church a special place for Christians? 1.8 Joseph</p>	<ul style="list-style-type: none"> Help children understand that Jesus lived a long time ago and that the world we live in is very different to Jesus’ world over 2000 years ago. The journeys made to Bethlehem by various people emphasise both the incarnation, Jesus, God born as man and salvation, Jesus, the messiah, saviour of the world. Enjoy stories of Jesus’ Miracles and to increase the children’s awareness that Jesus was an extraordinary person who welcomed everyone as a friend. Give pupils an understanding of ‘church’ as a holy place and a body of people. Begin developing in pupils an understanding of what happens in church and why. Give pupils an opportunity to begin exploring places of worship other than a church. 	Exploring time Symmetry Pattern	<p>Dogger – exploring the characteristics of the characters, how they were helpful and supportive and compare to ‘Joseph’ and Jesus in their stories.</p> <p>The Empty Pot – learning the teachings of honesty</p> <hr/> <p>Look up the Bible passages related to the Easter story in each one of the Gospels and make comparisons. (Matthew 21-28, Mark 11-16, Luke 19-24, John 12-20).</p> <p>Jacob’s dream - Genesis 28:10-22</p>	<p>Visit to Church and Mosque</p> <p>Harvest experience</p> <p>Donating food to food banks</p> <p>Explore the Jewish festival of Sukkot</p> <p>https://classroom.thenational.academy/units/the-nativity-c64a</p> <p>https://classroom.thenational.academy/units/judaism-7011</p>

Year group	Topic			curriculum links and Assessment	Maths links	Literacy key / core text	possible cultural capital.
				<ul style="list-style-type: none"> • Explore one of the most well-known epic stories of the Old Testament - Joseph. • Help pupils to talk about the actions and feelings of the characters and relate them to their own experiences. • Consider what we can learn from the story of Joseph. • Learn more about the nature and characteristics of God. • Introduce the children to the specific events of Holy Week that lead up to Easter in more detail. 			
Y2	2.1 The Bible. Why is it such a special book?	1.4 Jesus was special	S5 Faith through art	<ul style="list-style-type: none"> • Widen the children's understanding of the Bible, its contents, presentation and importance to Christians. • Begin to develop children's understanding of holy books from faiths other than Christianity and their significance in the lives of believers. • Look at the story of Christmas from the perspective that it was good news then and now. • Enjoy exploring the Bible stories that reveal Jesus' power and divine nature and talk about how and why Jesus was special. • Give children an opportunity to reflect upon the miracles of nature and new life during springtime and to make links between the transformation of plants and animals. • To know the Easter story in order to develop an understanding of the resurrection and the concept of salvation. • Talk and think about the first Christians and the spread of Christianity. • Understanding Christianity as a Multi-cultural and worldwide faith. 		<p>The Calling of the Disciples (Luke 5: 1-11, Luke 5: 27-28)</p> <hr/> <p>The Stilling of the Storm (Luke 8:22-25)</p> <p>Feeding of the Five Thousand (Matthew 14:13-21)</p>	<p>Discussing angels and looking at artwork attached to the unit resources</p> <p>Create an Easter garden</p> <p>Look at life cycles</p> <p>look at and handle Christian resources from other countries</p> <p>https://classroom.thenational.academy/units/the-nativity-c64a</p>
2.2 Christmas. Why was the birth of Jesus such good news?	1.5 Easter. Celebrating new life and new beginnings	S13 Multicultural Christianity					

Year group	Topic			curriculum links and Assessment	Maths links	Literacy key / core text	possible cultural capital.
				<ul style="list-style-type: none"> Introduce pupils to a large variety of Christian art work including art from other cultures. Explore the belief that art work can be an expression of worship and prayer. 			
Y3	Autumn	Spring	Summer	<ul style="list-style-type: none"> Explore the Story of David and his strengths and qualities. To read the Psalms and use them to discover more about the nature of God. Delve deeper into the themes of the season of Advent. Introduce pupils to the Christian belief that Jesus will return (the second coming). Explore what it means for a person to have faith and how having faith affects people's lives, values and decisions. discuss that Christian people are called to build God's kingdom here on earth. Explore the Easter story from the angle of the feelings evoked by the different events throughout Holy Week. Discover how the services held in churches during Holy week reflect the sadness and joy. develop further the pupils' understanding of the concept of salvation. Widen the children's knowledge and understanding of the role and significance of women in the Bible and God's big story. To reflect upon the actions of these women and consider what we can learn from their stories. 		David and Goliath Look at stories such as Martin Luther King campaigning against his 'Goliath' racism and Nelson Mandela fighting his 'Goliath' apartheid. Jesse Owens competing in the Berlin Olympics, Elizabeth Fry campaigning for prison reforms. <hr/> The temptation of Jesus (Matthew 4:1-11) Do not worry (Matthew 6:25-34) Walking on water (Matthew 14:22-34) Jesus and Thomas (John 20:24-31)	Create images of the psalms Experience Christmas at Church Look at the lives of extraordinary people of faith across the world Light and Shadow The Jewish festival of Purim
	4.1 God David and the Psalms	6.7 People of faith	5.5 Exploring the lives of significant women in the Old Testament				
	6.2 Christmas – How do Christians prepare for Christmas?	3.4 Exploring the sadness and Joy of Easter.	S10 Proverbs (or UC 2A.1 What do Christians learn from the creation story?)				
Y3/Y4	3.6 Harvest	4.3 Jesus Son of God	3.5 Which rules should we follow?	<ul style="list-style-type: none"> Explore further the meaning and purpose of Harvest Festival celebrations building on knowledge from KS1 		Five Minutes Peace, Peace at Last, The Peace Book The story of Jesus calming of the storm (Mark 4:35-41)	Harvest festival celebrations around the world Jewish Shabbat

Year group	Topic			curriculum links and Assessment	Maths links	Literacy key / core text	possible cultural capital.
	5.2 Christmas. The gospels of Matthew and Luke.	4.4 Exploring Easter as a story of betrayal and trust.	6.5 Ascension and Pentecost (or UC 2B.2 Creation and Science, conflicting or complimentary?)	<ul style="list-style-type: none"> • Help children to understand the deeper meaning of the value of peace. • Enable pupils to describe, explain and illustrate the meaning of peace. • Give children a Biblical perspective on the nativity story, challenge their ideas and deepen their understanding of the true meaning of Christmas. • Deepen the children's understanding of Jesus, who he was, his teaching and behaviour. • Use the events to illustrate and emphasise that Jesus is the Son of God; that he was born both God and man. • Give children the opportunity to reflect upon the importance of power and the effect of betrayal, trust and forgiveness. • Deepen pupil's understanding of the concept of salvation and focus on the significance of the incidents of betrayal and trust in the Easter story. • The need for rules to live by is discussed and linked to the events of the Fall (Genesis 3), the rescue of the People of God followed by the gift of the 10 commandments (Exodus 19 and 20) and the impact of Jesus' new command in the Gospel to love one another. • Thinking about how it feels personally to be inspired, and their sources of inspiration. • To explore briefly the lives of Christians today who have been inspired by the Holy Spirit. 		<p>The raising of Lazarus (John 11:1-44) The healing of Jairus' daughter (Matthew 9:23-25, Mark 5:22-42)</p> <p>Stories of Forgiveness Moses and the 10 commandments</p> <p>The Ascension of Jesus into heaven (Acts 1:1-11).</p>	<p>Exploring the concepts of trust and betrayal through stories of Jewish people during World War 2, such as Anne Frank, along with those who helped the Jews such as Corrie Ten Boom.</p> <p>Discussion of rules at home and at school</p>
Y4	6.1 Life as a journey and pilgrimage.	3.3 Jesus the man who changed lives	6.6 Ideas about God	<ul style="list-style-type: none"> • Give children an opportunity to think about the idea that that life is a journey and what it means to make that journey as a Christian. 	Create a time line	<p>Jerusalem as a boy for Passover (Luke 2:41-52), for his Baptism in the River Jordan (Mark 1:9-11), to Caná for a wedding (John</p>	<p>'Mapping' the journey of a Christian highlighting rites of passage. Researching places of pilgrimage.</p>

Year group	Topic			curriculum links and Assessment	Maths links	Literacy key / core text	possible cultural capital.
	4.2 Christmas. Exploring the symbolism of light.	5.4 Why do Christians believe that Easter is a celebration of victory? –	5.6 Loss, death and Christian hope	<ul style="list-style-type: none"> • Enable pupils to begin to understand the concept of undertaking a religious pilgrimage. • Give pupils an understanding of the Christian belief that Jesus is the, 'Light of the World'. • Explore the multi-faceted metaphor of bringing light into people's lives. • Deepen children's insight into the impact Jesus had/has on people's lives. • Explore the Easter story from the perspective of it being the story of Christ's triumph and victory over death. • Further the children's understanding of the nature of God, His characteristics and His relationship with people. • Give children an opportunity to ask questions, and discuss feelings about loss, death and heaven. • Open up their ideas and perceptions of loss, death and Christian hope, giving them time to think about and respond to the key questions in a safe loving environment. • Develop the children's understanding of Christian hope and the promise of eternal life with God. 		<p>2:1-12), he teaches in Galilee, visits Capernaum (Luke 5:27-28) Jerusalem (John 5:27-28), Bethany (Luke 18:35-43), Nazareth (Luke 18:41-56), Jericho (Luke 18:35-19:10) and finally Jerusalem (crucifixion) and Emmaus (Luke 24:13-35).</p> <hr/> <p>The Calling of Levi (Matthew 9:9-13, Mark 2:13-17, Luke 5:27-32) Zacchaeus (Luke 9:1-10)</p> <hr/> <p>Story of Mother Theresa</p> <p>The Lion, The Witch and The Wardrobe draw comparisons to The Easter Story and Christian beliefs.</p> <p>The Harry Potter stories contain many references to the death of his parents.</p>	<p>Hanukkah (The Jewish Festival of Light)</p> <p>Victories in war</p> <p>Names other faith's give to God</p> <p>The style and works of artist Wassily Kadinsky could be used as an inspiration</p> <p>End of life rituals by other faiths.</p>
Y5	5.1 How and why do Christians read the Bible?	5.8 Why is Lent a special season?	4.5 Are all churches the same?	<ul style="list-style-type: none"> • Deepen children's understanding of the importance and impact of the contents of the Bible. • Compare the teaching of the Bible and Christian behaviour. • Making connections between Bible passages and Christian values, attitudes or beliefs. • Give children the opportunity to reflect upon Christmas as a celebration of God's presence with us 2000 years ago and now. 		<p>The Living Bible, The Good News, The Message, The Holy Bible, My Very First Bible, The Adventure Bible</p> <p>The story of Papa Ponov</p>	<p>Exodus</p> <p>Holy books in other faiths</p> <p>The work of the Salvation Army</p> <p>World War II, church in Strasbourg</p> <p>Ramadam and Yom Kippur</p>

Year group	Topic			curriculum links and Assessment	Maths links	Literacy key / core text	possible cultural capital.
				<ul style="list-style-type: none"> Look at how the church and Christian people mark Lent across denominations. Make links between Lent and times of fasting in other world religions. Allow children the opportunity to stand back and consider 'Who was Jesus?' and 'Who is Jesus?' from their own point of view and the views of others in the past and today. Give children an understanding of the church in its widest sense. To ensure pupils know that Christianity is a multi-cultural worldwide faith. To enable pupils to see the similarities and differences between denominations and to develop further their understanding of symbolism. To further develop children's understanding of places of worship from faiths other than Christianity e.g. Islam, Sikhism, Hinduism etc. Ensure that the children know that prayer is a way of communicating with God. Know that we/Christians believe that God listens and responds. 		<p>Matthew 25:31-46 The parable of the sheep and the goats. Link this parable with the words of the song, "When I needed a neighbour were you there?" by Sydney Carter.</p> <hr/> <p>Isaiah 9: 6-7 and Philippians 2: 6-11.</p>	<p>Visiting the Parish Church and at least one church of a different denomination followed by a discussion of the similarities and differences.</p>
Y6	<p>5.8 Daniel, did he make the right choice?</p> <p>5.7 Christmas around the world</p>	<p>6.3A Why is the Exodus such a significant event in Jewish and Christian history?</p> <p>6.3 Why do Christians celebrate the Eucharist?</p> <p>S6 Easter Celebrations worldwide</p>	<p>3.1 Called by God</p> <p>5.9 Pentecost, what happened next?</p>	<ul style="list-style-type: none"> Enable the children to realise that there is more to discover about Daniel than just his escape from the lion's den. Discussing wisdom, the characteristics of God and learning about persecuted Christians today. Develop children's perceptions of Christmas beyond their experiences in Britain. increase their understanding of Christianity as a world faith. Give pupils a greater understanding of the significance of the Exodus and Passover. 	Time lines	<p>Moses Exodus</p> <p>Last Supper in Luke 22:7-23, Mark 14:12-25, Matthew 26:17-35</p> <p>Eucharist service</p> <p>Stories of Old Testament Prophets.</p> <p>The story of the conversion of Saul/Paul</p> <p>Pentecost (Acts 2:1-41).</p>	<p>The charity 'Open Doors'</p> <p>Multicultural Christian art</p> <p>Christmas celebrations across the world</p> <p>Freedom</p> <ul style="list-style-type: none"> Abolition of slavery Act passed in 1833 The end of World War One 1918 Women being given the right to vote in Britain 1928 The release of Nelson Mandela from prison 1990 Obama being sworn in as USA President 2009 <p>Visit different churches, Catholic, Methodist, United Reformed.</p>

Year group	Topic	curriculum links and Assessment	Maths links	Literacy key / core text	possible cultural capital.
		<ul style="list-style-type: none"> • Introduce pupils to the links between Christianity and Judaism. • Identify the links between the Passover meal, Last Supper and Eucharist. • Develop pupils' understanding of the Eucharist and the symbolism connected with it. • Develop pupils' understanding of the importance of the Eucharist and why it is celebrated. • Give children an opportunity to consider what it means to be called by God and the responses people have made to that call. • Considering what Prophets of today would speak in favour of or speak out against. • Provide children with an opportunity to gain greater understanding of the lives and resilience of the early Christians. • To realise the significance of the life of St Paul and the concept of mission. • To learn basic facts about how Christianity came to Britain. 		<p>Stories of missionaries David Livingstone 1813-1873 Hudson Taylor 1832-1905 Jim Elliot 1927-1956 Eric Liddell 1902 – 1945 Gladys Aylward 1902-1970</p>	Interviewing Clergy and/or those in Ministry.

<https://classroom.thenational.academy/subjects-by-key-stage/key-stage-2/subjects/rshe-pshe>

We believe that PSHE helps to give pupils the knowledge, skills and understanding they need to lead confident, healthy and independent lives, in order to become informed, active and responsible citizens. The work we do in PSHE links directly to recommendations from the PSHE Association and fits within our mission to do the best we can for ourselves and for others.

Through our PSHE curriculum, we aim that our pupils will:

- develop spiritually, morally, socially and culturally;
- develop self-confidence and self-responsibility;
- value themselves and others;
- acknowledge and appreciate difference and diversity;
- be independent, responsible and active members of the school and the local community;
- learn to make informed choices;
- be prepared to be positive and active members of a democratic society;
- understand what constitutes a safe and healthy lifestyle;
- develop the ability to form good relationships;
- understand and manage their emotions;
- have opportunities to consider issues which may affect their own lives and/or the lives of others.

We will:

- promote respect for ourselves, others and school property
- tackle inappropriate behaviour in a fair and systematic way;
- link assemblies, half termly, to the relevant theme for that half-term;
- praise and reward pupils' achievements in Good Work Assembly weekly;
- use circle time and class sessions to encourage the participation of individuals as part of a large group; respect for everyone's views; the development of speaking and listening skills and the sharing of ideas with a whole group;
- give opportunities to respond to significant issues which may arise within the class, school, locality, UK or globally, where this is deemed appropriate by the class teacher.
- use all subject areas to contribute to the PSHE curriculum, e.g. Science, Citizenship, History and R.E.
- use special activities and events, for example theatre workshops tackling specific issues, such as bullying and residential trips where pupils have the opportunity to work together in a different context;
- via the School Council provide an opportunity for pupils to contribute and discuss their ideas and viewpoints concerning whole school issues.
- Allow visitors to share knowledge and experience with pupils so they can extend their perspective and viewpoint on issues. Visitors will be made aware of our school approach and resources they will use will be vetted prior to being shown to the children

Year Group	Topic(s) covered			Key Knowledge to be learned (select from assessment sheets, and Nat. Curric <i>Pupils learn...</i>	Maths possibilities	Writing possibilities/ core text links	Possible cultural enhancements
Year 1/2 Cycle A	Autumn	Spring	Summer	Health and Wellbeing <ul style="list-style-type: none"> • about what keeping healthy means; different ways to keep healthy • about foods that support good health and the risks of eating too much sugar • about how physical activity helps us to stay healthy; and ways to be physically active everyday • about why sleep is important and different ways to rest and relax • simple hygiene routines that can stop germs from spreading • that medicines (including vaccinations and immunisations) can help people to stay healthy • about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health 	Mass	posters	Role play area – shop / dentist After school clubs – PE, cookery
	Which food should we eat to help us to stay healthy?	Who helps us to stay healthy?	Why do we have rules?				
	How does exercise help me?	Looking after my teeth	How can I help to look after my environment?				

Year group	Topic			curriculum links and Assessment	Maths links	Literacy key / core text	possible cultural capital.
				<ul style="list-style-type: none"> • how to keep safe in the sun and protect skin from sun damage • about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV • about the people who help us to stay physically healthy <p>Living in the wider world</p> <ul style="list-style-type: none"> • what rules are, why they are needed, and why different rules are needed for different situations • how people and other living things have different needs; about the responsibilities of caring for them • about things they can do to help look after their environment 			
Year 1/2 Cycle B	Autumn How am I feeling?	Spring How can I keep myself safe?	Summer Money – save or spend?	<p>Health and wellbeing</p> <ul style="list-style-type: none"> • about different feelings that humans can experience • how to recognise and name different feelings • how to recognise what others might be feeling • about ways of sharing feelings; a range of words to describe feelings • about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep) • to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it • how to manage when finding things difficult • about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters) • about the people whose job it is to help keep us safe • how to get help in an emergency (how to dial 999 and what to say) <p>Living in the wider world</p> <ul style="list-style-type: none"> • what money is; forms that money comes in; that money comes from different sources • that people make different choices about how to save and spend money and that sometimes people may not always be able to have the things they want • that jobs help people to earn money to pay for things • different jobs that people they know or people who work in the community do 	Money	Safety poster	Vocabulary mat / name feelings Visit from fire / police / NHS
Y3 / 4 Cycle A	Autumn What are the elements of a	Spring Why is sleep so important?	Summer Why do we need rules?	<p>Health and wellbeing</p> <ul style="list-style-type: none"> • Know about choices that support a healthy lifestyle, and recognise what might influence these 	Mass Measure (distance) Statistics – recycling etc.	Prayers related to looking after others	After school clubs – PE / healthy cooking

Year group	Topic			curriculum links and Assessment	Maths links	Literacy key / core text	possible cultural capital.
	balanced, healthy lifestyle?			<ul style="list-style-type: none"> how to recognise that habits can have both positive and negative effects on a healthy lifestyle about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay. how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene <p>Living in the wider world</p> <p>to recognise reasons for rules and laws;</p> <ul style="list-style-type: none"> consequences of not adhering to rules and laws to recognise there are human rights, that are there to protect everyone about the relationship between rights and responsibilities the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices) 			
Y3 / 4 Cycle B	Autumn Think Positive	Spring What's great about me?	Summer Safety First	<p>Health and wellbeing</p> <ul style="list-style-type: none"> that mental health, just like physical health, is part of daily life; the importance of taking care of mental health and wellbeing about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others and joining clubs. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways; 			
	How does exercise help me?	Can I help to stop infections from spreading?	Can I make a difference in helping the environment?				
	Managing my feelings	Celebrating difference	Staying safe online				

Year group	Topic			curriculum links and Assessment	Maths links	Literacy key / core text	possible cultural capital.
				<ul style="list-style-type: none"> • how to manage and to respond to feelings, including intense or conflicting feelings. • to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth • about how to manage setbacks/perceived failures, including how to re-frame • about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes) • that for some people gender identity does not correspond with their • biological sex • to recognise their individuality and personal qualities and to celebrate differences <p>Living in the wider world</p> <ul style="list-style-type: none"> • reasons for following and complying with rules and regulations in school and in the playground • how to keep safe out of school (in the home and when playing out) • know how to stay safe online – social media, games and online gaming • recognise ways in which the internet and social media can be used both positively and negatively • how to assess the reliability of sources of information online; and how to • make safe, reliable choices from search results • know what to do if you don't feel safe on-line 			
Y5	Autumn	Spring	Summer	<p>Health and wellbeing</p> <ul style="list-style-type: none"> • about the benefits of the internet; the importance of balancing time online with other activities • strategies for managing time online • to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others • to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult • how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health • to recognise their individuality and personal qualities • to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth 	Money problems		Keeping safe online (Latics)
	Looking after my mental health and wellbeing	Money matters	Be safe online				
	Managing my spare time	Valuing our community	Puberty				

Year group	Topic			curriculum links and Assessment	Maths links	Literacy key / core text	possible cultural capital.
				<ul style="list-style-type: none"> about the physical and emotional changes that happen when approaching and during puberty about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene <p>Living in the wider world</p> <ul style="list-style-type: none"> to value the different contributions that people and groups make to the community about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes about prejudice; how to recognise behaviours/actions which discriminate about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images about how text and images in the media and on social media can be manipulated or invented about the different ways to pay for things and the choices people have about this to recognise that people have different attitudes towards saving and spending money that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity) about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations 			
Y6	Autumn Dealing with emotions	Spring Drugs, alcohol & tobacco Aspirations	Summer Transition Transition	<p>Health and wellbeing</p> <ul style="list-style-type: none"> problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools about the new opportunities and responsibilities that increasing independence may bring – including becoming a more independent learner about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes) 			Transition workshops

Year group	Topic			curriculum links and Assessment	Maths links	Literacy key / core text	possible cultural capital.
	Becoming more independent			<ul style="list-style-type: none"> • about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; • recognise that drug use can become a habit which can be difficult to break • to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others • about why people choose to use or not use drugs (including nicotine, alcohol and medicines); <p>Living in the wider world</p> <ul style="list-style-type: none"> • strategies to manage transitions between classes and key stages • to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes • that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life • about what might influence people’s decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs) • that some jobs are paid more than others and money is one factor which may influence a person’s job or career choice; that people may choose to do voluntary work which is unpaid • about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation • to identify the kind of job that they might like to do when they are older • to recognise a variety of routes into careers (e.g. college, apprenticeship, 			

Relationships, Sex and Health Education

The aims of relationships, sex and health education (RSHE) at our school are to:

Teach RSHE within the personal, social, health and economic (PSHE) education curriculum, Computing and P.E. Biological aspects of RSHE are taught within the Science curriculum, and other aspects are included in Religious Education (RE).

To Teach the children about relationships.

To Teach through science, the elements of sex education covered in the N.C.

To Teach about physical health and mental wellbeing.

We aim to

Provide a framework in which sensitive discussions can take place. Where questions are asked, we shall endeavour to answer them sensitively and appropriately to the child, their age and the context.

Prepare pupils for puberty, and give them an age appropriate and positive understanding of relationships and the importance of health and hygiene

Help pupils develop feelings of self-respect, confidence and empathy.

We seek to create a culture where children can grow to be content, living well in their own skin, and happy for others for the skin they're in. This happens best in a culture of love that accepts, forgives and keeps faith with children and young people as they explore questions of identity and selfhood. In creating a school environment that promotes dignity for all and a call to live fulfilled lives as uniquely gifted individuals, pupils will be equipped to accept difference of all varieties and be supported to accept themselves and others as they are.

Create a positive culture around issues of relationships. This will involve recognizing that two people who love each other can be in a committed relationship and not be married, that families can take various forms, e.g. mother and father present, step parents, foster carers, same sex parents, grandparents as carers et cetera and all can provide a loving and stable base. We seek to foster self-esteem, belonging and acceptance in all of our children irrespective of their family base

Teach pupils the correct vocabulary to describe themselves and their bodies.

Note: Sex education is taught in relation to the Science curriculum i.e. the life cycles of mammals, reproduction in some plants and animals and the changes experienced in puberty however an exploration of differing sexual activity would serve to counter a primary school's responsibility to safeguard the latency of childhood. Therefore RSHE is NOT about the promotion of sexual activity

We will-

- Adhere to the statutory requirements and guidance of this subject and respect the Christian tradition and guidance from the C of E and Methodist Churches..
- Consult with parents.
- Ensure that there is no stigmatisation of children based on their home circumstances.
- Draw links within the curriculum subjects.
- Deliver RSHE in a sensitive way.
- Model positive attitudes to RSHE.
- Respond to the needs of individual pupils.
- Respond appropriately to pupils whose parents wish them to be withdrawn from non -statutory components of RSHE.
- Monitor progress.
- Allow flexibility to talk through issues or circumstances that if appropriate may be covered earlier or again to support understanding and learning.

Year group	Topic	curriculum links and Assessment	Maths links	Literacy key / core text	possible cultural capital.
Years One and Two	<p>Families and people who care about me.</p> <p>Caring friendships.</p> <p>Respectful friendships</p> <p>Being Safe</p> <p>Basic stages of a life cycle (Science)</p>	<p>PSHE That families are important for children growing up because they can give love, security and stability The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives</p> <p>RE where do I belong?</p> <p>How important friendships are in making us feel happy and secure, and how people choose and make friends</p> <p>About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</p> <p>What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</p> <p>Science life cycles of animals and plants.</p> <p>Computing -E safety. That people sometimes behave</p>		<p>Dogger family care</p> <p>The Owl and the Pussy Cat – marriage and relationship.</p> <p>Beegu accepting differences.</p> <p>Writing thank you letters to family /friends.</p> <p>E safety persuasive poster.</p>	<ul style="list-style-type: none"> Life Bus. <p>Cool to Be kind week (Anti - Bullying)</p> <p>Visitors from Zoo Lab</p> <p>Trips to local farms in the spring to see baby animals.</p> <p>E safety week.</p>

Year group	Topic	curriculum links and Assessment	Maths links	Literacy key / core text	possible cultural capital.
	<p>E safety (Computing) Online relationships.</p> <p>Health and fitness.</p> <p>Health and wellbeing, Relationships and Living in The Wider World- economic wellbeing and being a responsible citizen (P.S.H.E.)</p>	<p>differently online, including by pretending to be someone they are not.</p> <p>PE Provision of opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect (P.E.) DesignTech creating a healthy meal.</p>	<p>Money / class shop. Shape space and measures. Weighing for cooking Measuring growth.</p>	<p>Instructions writing on how to make a healthy meal.</p>	<p>Run a class shop. Visits from Warburtons to make healthy sandwiches. Cookery club. Chef visits. Visit a shop to buy products for cooking/baking. Top sports coaches delivering lessons. Visits from Olympic and famous sports people.</p>
<p>Year Three and Four</p>	<ul style="list-style-type: none"> • Families and people that care about me. • Friends and caring relationships 	<p>PSHE and RE That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.</p> <p>The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</p>		<p>The Firework Maker's Daughter.</p>	<ul style="list-style-type: none"> • Life Bus visit.

Year group	Topic	curriculum links and Assessment	Maths links	Literacy key / core text	possible cultural capital.
	<ul style="list-style-type: none"> <li data-bbox="513 233 736 300">• Respectful relationships. <li data-bbox="513 1062 700 1087">• Being safe <li data-bbox="513 1581 848 1648">• Life cycles of different living things <li data-bbox="513 1780 848 1848">• Health and Wellbeing, Relationships. 	<ul style="list-style-type: none"> <li data-bbox="899 233 1299 363">• Practical steps they can take in a range of different contexts to improve or support respectful relationships <li data-bbox="899 373 1299 495">• The importance of permission-seeking and giving in relationships with friends, peers and adults <li data-bbox="899 506 1299 978">• The conventions of courtesy and manners About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs <p data-bbox="899 1031 1299 1056">PSHE and Computing</p> <p data-bbox="899 1066 1299 1251">About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</p> <p data-bbox="899 1262 1299 1415">That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other contact.</p> <p data-bbox="899 1587 1299 1688">Science classification Life cycles e.g. mammals, amphibians, fish and birds</p> <p data-bbox="899 1787 1299 1845">Getting Along With Others (P.S.H.E.)</p>	<p data-bbox="1332 1566 1546 1596">Measurement</p>	<p data-bbox="1852 1104 2119 1163">The Pied Piper- Michael Morpurgo</p>	<p data-bbox="2193 863 2570 930">Safeguarding visits for e safety and child line.</p> <p data-bbox="2193 1010 2525 1039">Cool to be kind week.</p> <p data-bbox="2193 1125 2525 1192">E safety week and LA safeguarding visit.</p> <p data-bbox="2193 1602 2585 1669">Zoo Lab Visit to a farm or a zoo.</p>

Year group	Topic	curriculum links and Assessment	Maths links	Literacy key / core text	possible cultural capital.
	<ul style="list-style-type: none"> • Living in The Wider World. • Respectful Relationships • Keeping Safe <p>E safety</p> <p>Online relationships</p> <p>Looking after yourself PE</p>	<p>Geography field trip to and within the local area/ woodland area and to the village.</p> <p>About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</p> <p>Computing.E safety posters. E safety week.</p> <p>That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous.</p> <p>The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</p> <p>PE Looking After Yourself. Provision of opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect</p>	<p>Money and shops. Time and seasons. Directions.</p> <p>Length /perimetre.</p> <p>Cooking healthy meals-weighing Distance in running and jumping in height.etc Time spent in exercise. Best times. Speed etc</p>	<p>The Flower – John Light.</p> <p>Aesop’s Fables. Escape from Pompeii.</p> <p>Bush Fire poem.</p>	<p>Life Bus</p> <p>Field trip to the locality / map reading.</p> <ul style="list-style-type: none"> • Top sports coaches delivering lessons. • Visits from Olympic and famous sports people. • Sports competitions with other schools/classes. • Cookery club. • Chef visits

Year group	Topic	curriculum links and Assessment	Maths links	Literacy key / core text	possible cultural capital.
Year Five	Families and people who care about me	<p>That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up</p> <p>That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong .</p>		<p>Journey to Jo'burg – Beverley Naidoo</p> <p>The Firework makers Daughter – marriage ideas.</p>	<ul style="list-style-type: none"> • Mad scientist visits. • Zoo lab • Visit from a vet.
	Caring Friendships	<p>That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right</p>		If – Rudyard Kipling	
	Respectful relationships.	<p>About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</p> <p>What a stereotype is, and how stereotypes can be unfair, negative or destructive</p>			Cool to be Kind Week
	Being Safe	<p>How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</p> <p>How to recognise and report feelings of being unsafe or feeling bad about any adult</p> <p>How to ask for advice or help for themselves or others, and to keep trying until they are heard</p>			<ul style="list-style-type: none"> • Safeguarding visits for e safety and child line. <p>Mt Shape Shifter Theatre visit.</p>
	Science Reproduction	<p>The process of reproduction of some plants and animals</p>			

Year group	Topic	curriculum links and Assessment	Maths links	Literacy key / core text	possible cultural capital.
	<p>Puberty.</p> <p>Online friendships And e safety (Computing)</p>	<p>Changes experienced in puberty (non -statutory Science, from which we allow parents to withdraw their children if requested)</p> <p>Online safety How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met How information and data is shared and used online</p>		<p>Body Talk – Benjamin Zephaniah in prep for yr 6.</p> <p>The Man who Walked Between the Towers – Mordecai Gerstein Online grooming dangers?</p>	<p>School Nurse / LA talk.</p> <ul style="list-style-type: none"> •
	<p>Being healthy PE Design Tech Health and Wellbeing, Relationships, Living in The Wider World, Being Part Of A Community (P.S.H.E.)</p>	<p>.Provision of opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect (P.E.)</p>	<p>Length /perimetre. Cooking healthy meals-weighing Distance in running and jumping in height.etc Time spent in exercise. Best times. Speed etc</p>		<p>Top sports coaches delivering lessons. Visits from Olympic and famous sports people. Sports competitions with other schools/classes Cookery club. Chef visit Daily mile Race for life fundraising.</p>

Year group	Topic	curriculum links and Assessment	Maths links	Literacy key / core text	possible cultural capital.
					<p>Sports coaches teaching ASC and lessons. Visits from top sports people and athletes.</p> <p>Football club and inter school football.</p>
Year Six	<p>Families and people that care about me.</p> <p>Caring friendships</p> <p>Respectful relationships</p> <p>Being Safe</p>	<p>How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</p> <p>How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed</p> <p>The importance of self-respect and how this links to their own happiness. That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</p> <p>How to report concerns or abuse, and the vocabulary and confidence needed to do so Where to get advice e.g. family, school and/or other sources</p> <p>How to critically consider their online friendships and sources of information including awareness</p>		Macbeth	<p>Life Bus</p> <p>Cool to be kind week.</p> <p>Visit from Childline. Assembly</p> <p>Theatre group – Mr Shapeshifter.</p>

Year group	Topic	curriculum links and Assessment	Maths links	Literacy key / core text	possible cultural capital.
	Online relationships	of the risks associated with people they have never met How information and data is shared and used online.			
	Life cycles science	The process of reproduction of some plants and animals To Know that living things produce offspring of their own kind (recognising that offspring usually vary and are not identical to their parents)			Zoo Lab
	Health and Wellbeing, Relationships, Living in The Wider	Children's Rights, Enterprise Skills (P.S.H.E.)	Enterprise task make a shop raise funds and donate to a good cause.		
	PE Provision of opportunities for pupils to become physically confident in a way which supports their health and fitness.	Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect (P.E.)		Body Talk Benjamin Zephaniah	Daily mile Race for life fundraising Sports coaches

Early Years Foundation Stage Curriculum

Communication and Language				
Development Matters (DfE 2020)	Birth to 5 Matters (2021)	Development Matters (DfE 2020)	Birth to 5 Matters (2021)	EYFS (ELG)
Nursery (3-4 years)	Range 5	Reception	Range 6	End of Reception
<i>Listening, attention and understanding</i>	<i>Listening and Attention</i>	<i>Listening, attention and understanding</i>	<i>Listening and Attention</i>	<i>Listening, attention and understanding</i>
<ul style="list-style-type: none"> Enjoy listening to longer stories and can remember much of what happens. Can find it difficult to pay attention to more than one thing at a time. Use a wider range of vocabulary. Understand a question or instruction that has two parts, such as "Get your coat and wait at the door". Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" 	<ul style="list-style-type: none"> Listens to others in one-to-one or small groups, when conversation interests them Listens to familiar stories with increasing attention and recall Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories Focusing attention – can still listen or do, but can change their own focus of attention Is able to follow directions (if not intently focused) 	<ul style="list-style-type: none"> Understand how to listen carefully and why listening is important. Learn new vocabulary. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. 	<ul style="list-style-type: none"> Shows variability in listening behaviour; may move around and fiddle but still be listening or sit still but not absorbed by activity May indicate two-channelled attention, e.g. paying attention to something of interest for short or long periods; can both listen and do for short span 	<ul style="list-style-type: none"> 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.
	<i>Understanding</i>		<i>Understanding</i>	
	<ul style="list-style-type: none"> Understands use of objects (e.g. Which one do we cut with?) Shows understanding of prepositions such as under, on top, behind by carrying out an action or selecting correct picture Responds to instructions with more elements, e.g. Give the big ball to me; collect up all the blocks and put them in the box Beginning to understand why and how questions 		<ul style="list-style-type: none"> Understands a range of complex sentence structures including negatives, plurals and tense markers Beginning to understand humour, e.g. nonsense rhymes, jokes Able to follow a story without pictures or props Listens and responds to ideas expressed by others in conversation or discussion Understands questions such as who; why; when; where and how 	
<i>Speaking</i>	<i>Speaking</i>	<i>Speaking</i>	<i>Speaking</i>	<i>Speaking</i>
<ul style="list-style-type: none"> Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. May have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus' Use longer sentences of four to six words. Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. Can start a conversation with an adult or a friend and continue it for many turns. Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver." 	<ul style="list-style-type: none"> Beginning to use more complex sentences to link thoughts (e.g. using and, because) Able to use language in recalling past experiences Can retell a simple past event in correct order (e.g. went down slide, hurt finger) Uses talk to explain what is happening and anticipate what might happen next Questions why things happen and gives explanations. Asks e.g. who, what, when, how Beginning to use a range of tenses (e.g. play, playing, will play, played) 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 Uses intonation, rhythm and phrasing to make the meaning clear to others Talks more extensively about things that are of particular importance to them Builds up vocabulary that reflects the breadth of their experiences Uses talk in pretending that objects stand for something else in play, e.g. This box is my castle 	<ul style="list-style-type: none"> Use new vocabulary through the day. Ask questions to find out more and to check they understand what has been said to them. Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Describe events in some detail. Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. Develop social phrases. Engage in story times. Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words Use new vocabulary in different contexts. 	<ul style="list-style-type: none"> 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 Links statements and sticks to a main theme or intention Uses talk to organise, sequence and clarify thinking, ideas, feelings and events Introduces a storyline or narrative into their play 	<ul style="list-style-type: none"> 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, 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.

Year group

Topic

curriculum links and
Assessment

Maths links

Literacy key / core text

possible cultural capital.

Personal, Social and Emotional Development				
Development Matters (DfE 2020)	Birth to 5 Matters (2021)	Development Matters (DfE 2020)	Birth to 5 Matters (2021)	EYFS (ELG)
Nursery	Range 5	Reception	Range 6	End of Reception
<i>Building Relationships</i>	<i>Making relationships</i>	<i>Building Relationships</i>	<i>Making relationships</i>	<i>Building Relationships</i>
<ul style="list-style-type: none"> Develop their sense of responsibility and membership of a community. Show more confidence in new social situations. Play with one or more other children, extending and elaborating play ideas. Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be SpiderMan in the game, and suggesting other ideas. Talk with others to solve conflicts. 	<ul style="list-style-type: none"> Seeks out companionship with adults and other children, sharing experiences and play ideas Uses their experiences of adult behaviours to guide their social relationships and interactions Shows increasing consideration of other people's needs and gradually more impulse control in favourable conditions, e.g. giving up a toy to another who wants it Practices skills of assertion, negotiation and compromise and looks to a supportive adult for help in resolving conflict with peers Enjoys playing alone, alongside and with others, inviting others to play and attempting to join others' play 	<ul style="list-style-type: none"> Build constructive and respectful relationships. Think about the perspectives of others. 	<ul style="list-style-type: none"> Represents and recreates what they have learnt about social interactions from their relationships with close adults, in their play and relationships with others Develops particular friendships with other children, which help them to understand different points of view and to challenge their own and others' thinking Is increasingly flexible and cooperative as they are more-able to understand other people's needs, wants and behaviours Is increasingly socially skilled and will take steps to resolve conflicts with other children by negotiating and finding a compromise; sometimes by themselves, sometimes with support Returns to the secure base of a familiar adult to recharge and gain emotional support and practical help in difficult situations Is proactive in seeking adult support and able to articulate their wants and needs Some children may have had to make many different relationships in their life. This may have impacted on their understanding of what makes a consistent and stable relationship 	<ul style="list-style-type: none"> Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.
<i>Managing Self</i>	<i>Sense of self</i>	<i>Managing Self</i>	<i>Sense of self</i>	<i>Managing Self</i>
<ul style="list-style-type: none"> Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. Increasingly follow rules, understanding why they are important. Do not always need an adult to remind them of a rule. 	<ul style="list-style-type: none"> Is becoming more aware of the similarities and differences between themselves and others in more detailed ways and identifies themselves in relation to social groups and to their peers Is sensitive to others' messages of appreciation or criticism Enjoys a sense of belonging through being involved in daily tasks Is aware of being evaluated by others and begin to develop ideas about themselves according to the messages they hear from others Shows their confidence and self-esteem through being outgoing towards people, taking risks and trying new things or new social situations and being able to express their needs and ask adults for help 	<ul style="list-style-type: none"> Show resilience and perseverance in the face of challenge Manage their own needs. 	<ul style="list-style-type: none"> Recognises that they belong to different communities and social groups and communicates freely about own home and community Is more aware of their relationships to particular social groups and sensitive to prejudice and discrimination Shows confidence in speaking to others about their own needs, wants, interests and opinions in familiar group Can describe their competencies, what they can do well and are getting better at; describing themselves in positive but realistic terms Has a clear idea about what they want to do in their play and how they want to go about it Shows confidence in choosing resources and perseverance in carrying out a chosen activity 	<ul style="list-style-type: none"> 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.
<i>Self-Regulation</i>	<i>Understanding emotions</i>	<i>Self-Regulation</i>	<i>Understanding emotions</i>	<i>Self-Regulation</i>

Year group	Topic	curriculum links and Assessment	Maths links	Literacy key / core text	possible cultural capital.
	<ul style="list-style-type: none"> Become more outgoing with unfamiliar people, in the safe context of their setting. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Begin to understand how others might be feeling. Develop appropriate ways of being assertive. 	<ul style="list-style-type: none"> Expresses a wide range of feelings in their interactions with others and through their behaviour and play, including excitement and anxiety, guilt and self-doubt May exhibit increased fearfulness of things like the dark or monsters etc. and possibly have nightmares Talks about how others might be feeling and responds according to their understanding of the other person's needs and wants Is more able to recognise the impact of their her choices and behaviours/actions on others and knows that some actions and words can hurt others' feelings Understands that expectations vary depending on different events, social situations and changes in routine, and becomes more able to adapt their behaviour in favourable conditions 	<ul style="list-style-type: none"> See themselves as a valuable individual Express their feelings and consider the feelings of others. Identify and moderate their own feelings socially and emotionally. 	<ul style="list-style-type: none"> Understands their own and other people's feelings, offering empathy and comfort Talks about their own and others' feelings and behaviour and its consequences Attempts to repair a relationship or situation where they have caused upset and understands how their actions impact other people Is more-able to manage their feelings and tolerate situations in which their wishes cannot be met Seeks support, "emotional refuelling" and practical help in new or challenging situations. Is aware of behavioural expectations and sensitive to ideas of justice and fairness Seeks ways to manage conflict, for example through holding back, sharing, negotiation and compromise 	<ul style="list-style-type: none"> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Physical Development				
Development Matters (DfE 2020)	Birth to 5 Matters (2021)	Development Matters (DfE 2020)	Birth to 5 Matters (2021)	EYFS (ELG)
Nursery	Range 5	Reception	Range 6	End of Reception
<i>Gross Motor Skills</i>	<i>Moving and Handling</i>	<i>Gross Motor Skills</i>	<i>Moving and Handling</i>	<i>Gross Motor Skills</i>
<ul style="list-style-type: none"> Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use large-muscle movements to wave flags and streamers, paint and make marks. Start taking part in some group activities which they make up for themselves, or in teams. Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks 	<ul style="list-style-type: none"> Climbs stairs, steps and moves across climbing equipment using alternate feet. Maintains balance using hands and body to stabilise Walks down steps or slopes whilst carrying a small object, maintaining balance and stability Runs with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles Can balance on one foot or in a squat momentarily, shifting body weight to improve stability Can grasp and release with two hands to throw and catch a large ball, beanbag or an object 	<ul style="list-style-type: none"> Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing Progress towards a more fluent style of moving, with developing control and grace. Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Combine different movements with ease and fluency. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, coordination and agility. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. 	<ul style="list-style-type: none"> Chooses to move in a range of ways, moving freely and with confidence making changes to body shape, position and pace of movement such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping Experiments with different ways of moving, testing out ideas and adapting movements to reduce risk Jumps off an object and lands appropriately using hands, arms and body to stabilise and balance Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles Travels with confidence and skill around, under, over and through balancing and climbing equipment Shows increasing control over an object in pushing, patting, throwing, catching or kicking it 	<ul style="list-style-type: none"> 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.
<i>Fine Motor Skills</i>	<i>Fine Motor Skills</i> (Not a separate section of Birth to 5 Matters)	<i>Fine Motor Skills</i>	<i>Fine Motor Skills</i> (Not a separate section of Birth to 5 Matters)	<i>Fine Motor Skills</i>

Year group	Topic	curriculum links and Assessment	Maths links	Literacy key / core text	possible cultural capital.
<ul style="list-style-type: none"> Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Start to eat independently and learning how to use a knife and fork. Show a preference for a dominant hand. 	<ul style="list-style-type: none"> Creates lines and circles pivoting from the shoulder and elbow Manipulates a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons 	<ul style="list-style-type: none"> Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. Develop the foundations of a handwriting style which is fast, accurate and efficient. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. 	<ul style="list-style-type: none"> Uses simple tools to effect changes to materials Handles tools, objects, construction and malleable materials safely and with increasing control and intention Shows a preference for a dominant hand Begins to use anticlockwise movement and retrace vertical lines Begins to form recognisable letters independently Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed 	<ul style="list-style-type: none"> 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. 	
Health (contained in Physical Development but linked to PSED)	Health and self-care	Health (contained in Physical Development but linked to PSED)	Health and self-care	Health (contained in PSED as an ELG)	
<ul style="list-style-type: none"> Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. Make healthy choices about food, drink, activity and toothbrushing 	<ul style="list-style-type: none"> Can tell adults when hungry, full up or tired or when they want to rest, sleep or play Observes and can describe in words or actions the effects of physical activity on their bodies. Can name and identify different parts of the body Takes practical action to reduce risk, showing their understanding that equipment and tools can be used safely Can wash and can dry hands effectively and understands why this is important Willing to try a range of different textures and tastes and expresses a preference. Can name and identify different parts of the body Observes and controls breath, able to take deep breaths, scrunching and releasing the breath Can mirror the playful actions or movements of another adult or child Working towards a consistent, daily pattern in relation to eating, toileting and sleeping routines and understands why this is important Gains more bowel and bladder control and can attend to toileting needs most of the time themselves. Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom 	<ul style="list-style-type: none"> Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes - personal hygiene 	<ul style="list-style-type: none"> Eats a healthy range of foodstuffs and understands need for variety in food Describes a range of different food textures and tastes when cooking and notices changes when they are combined or exposed to hot and cold temperatures Describes physical changes to the body that can occur when feeling unwell, anxious, tired, angry or sad Can initiate and describe playful actions or movements for other children to mirror and follow Has established a consistent, daily pattern in relation to eating, toileting and sleeping routines and can explain why this is important Usually dry and clean during the day Shows some understanding that good practices with regard to exercise, eating, drinking water, sleeping and hygiene can contribute to good health Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks by taking independent action or by giving a verbal warning to others Shows understanding of how to transport and store equipment safely Practices some appropriate safety measures without direct supervision, considering both benefits and risk of a physical experience 	<ul style="list-style-type: none"> Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. 	

Literacy				
Development Matters (DfE 2020)	Birth to 5 Matters (2021)	Development Matters (DfE 2020)	Birth to 5 Matters (2021)	EYFS (ELG)
Nursery	Range 5	Reception	Range 6	End of Reception
Reading - Comprehension	Reading	Reading - Comprehension	Reading	Comprehension

Year group	Topic	curriculum links and Assessment	Maths links	Literacy key / core text	possible cultural capital.
<ul style="list-style-type: none"> Understand the five key concepts about print: - print has meaning - the names of the different parts of a book - print can have different purposes - page sequencing - we read English text from left to right and from top to bottom Engage in extended conversations about stories, learning new vocabulary. 	<ul style="list-style-type: none"> Listens to and joins in with stories and poems, when reading one-to-one and in small groups Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories Begins to be aware of the way stories are structured, and to tell own stories Talks about events and principal characters in stories and suggests how the story might end Shows interest in illustrations and words in print and digital books and words in the environment Recognises familiar words and signs such as own name, advertising logos and screen icons Looks at and enjoys print and digital books independently Knows that print carries meaning and, in English, is read from left to right and top to bottom Knows information can be relayed through signs and symbols in various forms (e.g. printed materials, digital screens and environmental print) Handles books and touch screen technology carefully and the correct way up with growing competence 	<ul style="list-style-type: none"> Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. 	<ul style="list-style-type: none"> Enjoys an increasing range of print and digital books, both fiction and non-fiction 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 Knows that information can be retrieved from books, computers and mobile digital devices Is able to recall and discuss stories or information that has been read to them, or they have read themselves 	<ul style="list-style-type: none"> 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 	
Reading - Word reading	Reading – Word reading (Not a separate section of Birth to 5 Matters)	Reading - Word reading	Reading – Word reading (Not a separate section of Birth to 5 Matters)	Word Reading	
<ul style="list-style-type: none"> Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother 	<ul style="list-style-type: none"> Begins to navigate apps and websites on digital media using drop down menu to select websites and icons to select apps Begins to develop phonological and phonemic awareness - Shows awareness of rhyme and alliteration - Recognises rhythm in spoken words, songs, poems and rhymes - Claps or taps the syllables in words during sound play - Hears and says the initial sound in words 	<ul style="list-style-type: none"> Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school’s phonic programme. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. 	<ul style="list-style-type: none"> Begins to recognise some written names of peers, siblings or “Mummy”/”Daddy” for example Begins to develop phonological and phonemic awareness - Continues a rhyming string and identifies alliteration - Hears and says the initial sound in words - Begins to segment the sounds in simple words and blend them together and knows which letters represent some of them - Starts to link sounds to letters, naming and sounding the letters of the alphabet - Begins to link sounds to some frequently used digraphs, e.g. sh, th, ee 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, sometimes drawing on their phonic knowledge to decode words, and their knowledge of language structure, subject knowledge and illustrations to interpret the text Includes everyday literacy artefacts in play, such as labels, instructions, signs, envelopes, etc. 	<ul style="list-style-type: none"> 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 	
Writing	Writing	Writing	Writing	Writing	

Year group	Topic	curriculum links and Assessment	Maths links	Literacy key / core text	possible cultural capital.
		<ul style="list-style-type: none"> Makes up stories, play scenarios, and drawings in response to experiences, such as outings Sometimes gives meaning to their drawings and paintings Ascribes meanings to signs, symbols and words that they see in different places, including those they make themselves Includes mark making and early writing in their play Imitates adults' writing by making continuous lines of shapes and symbols (early writing) from left to right Attempts to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes Shows interest in letters on a keyboard, identifying the initial letter of their own name and other familiar words Begins to make letter-type shapes to represent the initial sound of their name and other familiar words 	<ul style="list-style-type: none"> Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense 	<ul style="list-style-type: none"> Enjoys creating texts to communicate meaning for an increasingly wide range of purposes, such as making greetings cards, tickets, lists, invitations and creating their own stories and books with images and sometimes with words, in print and digital formats Gives meaning to the marks they make as they draw, write, paint and type using a keyboard or touch-screen technology 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 Uses their developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences 	<ul style="list-style-type: none"> 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.

Mathematics				
Development Matters (DfE 2020)	Birth to 5 Matters (2021)	Development Matters (DfE 2020)	Birth to 5 Matters (2021)	EYFS (ELG)
Nursery	Range 5	Reception	Range 6	End of Reception
Number	Mathematics	Number	Mathematics	Number
<ul style="list-style-type: none"> Fast recognition of up to 3 objects, without having to count them individually ('subitising'). Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Show 'finger numbers' up to 5. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Experiment with their own symbols and marks as well as numerals. Solve real world mathematical problems with numbers up to 5. 	<p>Comparison</p> <ul style="list-style-type: none"> Compares two small groups of up to five objects, saying when there are the same number of objects in each group, e.g. You've got two, I've got two. Same! <p>Counting</p> <ul style="list-style-type: none"> May enjoy counting verbally as far as they can go Points or touches (tags) each item, saying one number for each item, using the stable order of 1,2,3,4,5. Uses some number names and number language within play, and may show fascination with large numbers Begin to recognise numerals 0 to 10 <p>Cardinality</p> <ul style="list-style-type: none"> Subitises one, two and three objects (without counting) Counts up to five items, recognising that the last number said represents the total counted so far (cardinal principle) Links numerals with amounts up to 5 and maybe beyond Explores using a range of their own marks and signs to which they ascribe mathematical meanings <p>Composition</p> <ul style="list-style-type: none"> Through play and exploration, beginning to learn that numbers are made up (composed) of smaller numbers Beginning to use understanding of number to solve practical problems in play and meaningful activities Beginning to recognise that each counting number is one more than the one before Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same 	<ul style="list-style-type: none"> Count objects, actions and sounds. Subitise. Link the number symbol (numeral) with its cardinal number value. Count beyond ten. Compare numbers. Understand the 'one more than/one less than' relationship between consecutive numbers. Explore the composition of numbers to 10. Automatically recall number bonds for numbers 0–10. 	<p>Comparison</p> <ul style="list-style-type: none"> Uses number names and symbols when comparing numbers, showing interest in large numbers Estimates of numbers of things, showing understanding of relative size <p>Counting</p> <ul style="list-style-type: none"> Enjoys reciting numbers from 0 to 10 (and beyond) and back from 10 to 0 Increasingly confident at putting numerals in order 0 to 10 (ordinality) <p>Cardinality</p> <ul style="list-style-type: none"> Engages in subitising numbers to four and maybe five Counts out up to 10 objects from a larger group Matches the numeral with a group of items to show how many there are (up to 10) <p>Composition</p> <ul style="list-style-type: none"> Shows awareness that numbers are made up (composed) of smaller numbers, exploring partitioning in different ways with a wide range of objects Begins to conceptually subitise larger numbers by subitising smaller groups within the number, e.g. sees six raisins on a plate as three and three In practical activities, adds one and subtracts one with numbers to 10 Begins to explore and work out mathematical problems, using signs and strategies of their own choice, including (when appropriate) standard numerals, tallies and "+" or "-" 	<ul style="list-style-type: none"> Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise 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.

<p>Year group and create ABAB patterns with stick, leaf, stick, leaf.</p> <ul style="list-style-type: none"> Notice and correct an error in a repeating pattern. Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' 	<p>Explores and adds to simple repeating patterns of two or three repeating items (leaf (AB) or stick, leaf, stone (ABC))</p> <ul style="list-style-type: none"> Joins in with simple patterns in sounds, objects, games and stories dance and movement, predicting what comes next <p>Measures</p> <ul style="list-style-type: none"> In meaningful contexts, finds the longer or shorter, heavier or lighter and more/less full of two items Recalls a sequence of events in everyday life and stories 	<p>Maths links</p>	<p>Children can recreate and possible cultural capital.</p> <p>recreate repeating patterns beyond AB patterns and begins to identify the unit of repeat</p> <p>Measures</p> <ul style="list-style-type: none"> Enjoys tackling problems involving prediction and discussion of comparisons of length, weight or capacity, paying attention to fairness and accuracy Becomes familiar with measuring tools in everyday experiences and play Is increasingly able to order and sequence events using everyday language related to time Beginning to experience measuring time with timers and calendars 	
<p>Nursery</p>	<p>Range 5</p>	<p>Reception</p>	<p>Range 6</p>	<p>End of Reception</p>
<p>Numerical patterns (shape and measures)</p>	<p>Mathematics</p>	<p>Numerical patterns (shape and measures)</p>	<p>Mathematics</p>	<p>Numerical Patterns</p>
<ul style="list-style-type: none"> Compare quantities using language: 'more than', 'fewer than'. Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. Understand position through words alone – for example, "The bag is under the table," – with no pointing. Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'. Make comparisons between objects relating to size, length, weight and capacity. Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. Combine shapes to make new ones – an arch, a bigger triangle etc. Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc. 	<p>Spatial Awareness</p> <ul style="list-style-type: none"> Responds to and uses language of position and direction Predicts, moves and rotates objects to fit the space or create the shape they would like <p>Shape</p> <ul style="list-style-type: none"> Chooses items based on their shape which are appropriate for the child's purpose Responds to both informal language and common shape names Shows awareness of shape similarities and differences between objects Enjoys partitioning and combining shapes to make new shapes with 2D and 3D shapes Attempts to create arches and enclosures when building, using trial and improvement to select blocks <p>Pattern</p> <ul style="list-style-type: none"> Creates their own spatial patterns showing some organisation or regularity 	<ul style="list-style-type: none"> Select, rotate and manipulate shapes in order to develop spatial reasoning skills. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Continue, copy and create repeating patterns. Compare length, weight and capacity. 	<p>Spatial Awareness</p> <ul style="list-style-type: none"> Uses spatial language, including following and giving directions, using relative terms and describing what they see from different viewpoints Investigates turning and flipping objects in order to make shapes fit and create models; predicting and visualising how they will look (spatial reasoning) May enjoy making simple maps of familiar and imaginative environments, with landmarks <p>Shape</p> <ul style="list-style-type: none"> Uses informal language and analogies, (e.g. heartshaped and hand-shaped leaves), as well as mathematical terms to describe shapes Enjoys composing and decomposing shapes, learning which shapes combine to make other shapes Uses own ideas to make models of increasing complexity, selecting blocks needed, solving problems and visualising what they will build <p>Pattern</p> <ul style="list-style-type: none"> Spots patterns in the environment, beginning to identify the pattern "rule" 	<ul style="list-style-type: none"> 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.

Subject Coverage in the EYFS Curriculum

<https://classroom.thenational.academy/subjects-by-key-stage/early-years-foundation-stage>

PSED, Maths and Literacy have their own distinct area.

History

	3 & 4-year-olds will be learning to:	Children in Reception will be learning to:	ELG
Communication			Speaking <ul style="list-style-type: none"> 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.
Maths	<ul style="list-style-type: none"> Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' 		
Understanding the World	<ul style="list-style-type: none"> Begin to make sense of their own life-story and family's history. Understand the key features of the life cycle of a plant and an animal. 	<ul style="list-style-type: none"> Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. 	Past and Present <ul style="list-style-type: none"> 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.

Geography

	3 & 4-year-olds will be learning to:	Children in Reception will be learning to:	ELG
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Understanding the World	<ul style="list-style-type: none"> Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Begin to understand the need to respect and care for the natural environment and all living things. 	<ul style="list-style-type: none"> Draw information from a simple map. Understand that some places are special to members of their community. Recognise some similarities and differences between life in this country and life in other countries. Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them. 	<p><u>People Culture and Communities</u></p> <ul style="list-style-type: none"> 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 their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.
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Science

	3 & 4-year-olds will be learning to:	Children in Reception will be learning to:	ELG
Expressive Arts and Design	<ul style="list-style-type: none"> Explore different materials freely, in order to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures. 		<p><u>Creating with Materials</u></p> <ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
Understanding the World	<ul style="list-style-type: none"> Explore how things work. Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things. Explore and talk about different forces they can feel. Talk about the differences between materials and changes they notice. 	<ul style="list-style-type: none"> Explore the natural world around them. Describe what they see, hear and feel whilst outside. Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them. 	<p><u>The Natural World</u></p> <ul style="list-style-type: none"> Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

RE

	3 & 4-year-olds will be learning to:	Children in Reception will be learning to:	ELG
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Year group

Topic

curriculum links and
Assessment

Maths links

Literacy key / core text

possible cultural capital.

Year group	Topic	curriculum links and Assessment	Maths links	Literacy key / core text	possible cultural capital.
PSED	<ul style="list-style-type: none">• Develop their sense of responsibility and membership of a community.	<ul style="list-style-type: none">• See themselves as a valuable individual.• Build constructive and respectful relationships.• Express their feelings and consider the feelings of others.		<u>Building Relationships</u> <ul style="list-style-type: none">• Form positive attachments to adults and friendships with peers.• Show sensitivity to their own and to others' needs.	
Understanding the World	<ul style="list-style-type: none">• Begin to understand the need to respect and care for the natural environment and all living things.• Continue developing positive attitudes about the differences between people.	<ul style="list-style-type: none">• Understand that some places are special to members of their community.• Recognise that people have different beliefs and celebrate special times in different ways.		<u>People Culture and Communities</u> <ul style="list-style-type: none">• Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.	

PE

	3 & 4-year-olds will be learning to:	Children in Reception will be learning to:	ELG
Physical Development	<ul style="list-style-type: none"> Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use large-muscle movements to wave flags and streamers, paint and make marks. Start taking part in some group activities which they make up for themselves, or in teams. Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. 	<ul style="list-style-type: none"> Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing Progress towards a more fluent style of moving, with developing control and grace. Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Combine different movements with ease and fluency. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian 	<p><u>Gross Motor Skills</u></p> <ul style="list-style-type: none"> 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.
Expressive art and design		<ul style="list-style-type: none"> Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses. Explore and engage in music making and dance, performing solo or in groups. 	<p><u>Being Imaginative and Expressive</u></p> <ul style="list-style-type: none"> Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.

Art

	3 & 4-year-olds will be learning to:	Children in Reception will be learning to:	ELG
Expressive Art and Design	<ul style="list-style-type: none"> • Explore different materials freely, in order to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures. • Create closed shapes with continuous lines, and begin to use these shapes to represent objects. • Draw with increasing complexity and detail, such as representing a face with a circle and including details. • Use drawing to represent ideas like movement or loud noises. • Explore colour and colour mixing. • Show different emotions in their drawings – happiness, sadness, fear etc. 	<ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills. 	<p><u>Creating with Materials</u></p> <ul style="list-style-type: none"> • 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.
Understanding the			<p><u>The Natural World</u></p> <ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawing pictures of animals and plants.

Music

<https://classroom.thenational.academy/subjects-by-key-stage/early-years-foundation-stage/subjects/music>

	3 & 4-year-olds will be learning to:	Children in Reception will be learning to:	ELG
Expressive arts and design	<ul style="list-style-type: none"> Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings. Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Create their own songs, or improvise a song around one they know. Play instruments with increasing control to express their feelings and ideas. 	<ul style="list-style-type: none"> Listen attentively, move to and talk about music, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore and engage in music making and dance, performing solo or in groups. 	<p><u>Being Imaginative and Expressive</u></p> <ul style="list-style-type: none"> 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.
Physical	<ul style="list-style-type: none"> Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. 		
Communication	<ul style="list-style-type: none"> Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story. 	<ul style="list-style-type: none"> Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. 	

Mathematics Progression Sheet Foundation Stage

Mathematics	0-3 Year Olds	3 and 4 Year Olds	Reception Children	ELG
Number	Combines Objects. Takes part in finger rhymes with numbers. Reacts to changes of amount in a group of up to 3 items. Compares amounts. Vocab 'Lots' 'More' 'Same' Develops counting like behaviour. Counts in everyday contexts, sometimes skipping numbers 1,2,3,5.	Develop fast recognition of up to 3 objects, without having to count them individually. Recite numbers past 5. Say one more for each item in order: 1, 2,3,4,5. Know that the last number reached when counting a small set of objects tells you how many there are in total. (Cardinal principle) Show 'finger numbers' up to 5. Link numeral and amount. Experiment with their own symbols and marks as well as numerals. Solve real world mathematical problems with numbers up to 5.	Count objects, actions and sounds. Subitise (recognise number patterns without counting) Link number symbol with its cardinal number value. Count beyond ten Compare numbers Understand the 'one more than/one less than' relationship between consecutive numbers. Explore the composition of numbers to 10.	Children have a deep understanding of number to 10, including the composition of each number. Subitise up to 5 Automatically recall number bonds up to 5 and some number bonds to 10, including double facts.

Year group

Topic

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possible cultural capital.

			Automatically recall number bonds for numbers 0-10.	
Numerical Patterns	Notice patterns and arrange things in patterns.	Talk about and identify the patterns around them. Extend and create ABAB patterns - stick, leaf, stick, leaf. Notice and correct an error in a repeating pattern. Begin to describe a sequence of events using words such as 'first', 'then'	Continue, copy and create repeating patterns.	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.
Shape, Space, Measure	Uses language such as 'on top of' 'up' 'down' 'through' Compares sizes, weights. Uses gesture and language 'bigger/little/smaller', 'high/low/heavy'.	Talk about and explore 2D and 3D shapes. Understand position through words alone. Compare quantities with language: 'more than', 'fewer than' Describe a familiar route. Discuss routes and locations using words like 'in front of' and 'behind' Make comparisons between objects relating to size, length, weight and capacity. Select shapes appropriately: flat surfaces for building, triangular prism for roof etc.	Select, rotate and manipulate shapes in order to develop spatial reasoning skills. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Compare length, weight and capacity.	
<p>Number - Count objects, actions and sounds. Subitise (recognise number patterns without counting) Link number symbol with its cardinal number value. Count beyond ten. Compare numbers. Understand the 'one more than/one less than' relationship between consecutive numbers. Explore the composition of numbers to 10. Automatically recall number bonds for numbers 0-10.</p> <p>ELG - Children have a deep understanding of number to 10, including the composition of each number. Subitise up to 5. Automatically recall number bonds up to 5 and some number bonds to 10, including double facts.</p>				
Autumn		Spring		Summer
<ul style="list-style-type: none"> (White Rose - Just Like me - Compare Amount) Count objects, actions and sounds Subitise (recognise number patterns without counting) Numbers 0-5. (White Rose - Just like me - Compare amount) 'Tags' (reliably points or touches each item), using the stable order to 10 (White Rose - Just like me - Compare amount) Can count things that can't be seen such as sounds, actions, words (White Rose - Just like me - Compare amount) Can say how many there might be before counting, though not always accurately (sets up to 10) (White Rose - Just like me - Compare amount) Can say how many there are after counting, 		<ul style="list-style-type: none"> Can say one number for each item in order, to 20 Counts out a smaller number from a larger group, knowing when to stop Can say, with some accuracy, how many there might be, before counting (sets up to 10) Can link the number symbol with its cardinal value - to 10 (White Rose - Building 9 and 10, representing 9 and 10) Can sometimes recognise amounts that have been rearranged and is beginning to generalise that, if nothing has been added or taken away, then the amount is the same. Can recognise up to 5 objects without having to count them individually (White Rose - Alive in 5 - composition of numbers to 5) Compares quantities of objects of different sizes - 'more than', 'less than', 'fewer' and 'the same as' 		<ul style="list-style-type: none"> Can count, including crossing boundaries 19/20 and 29/30. (White Rose - To 20 and beyond - Number patterns to 20) Can count things that cannot be moved, such as birds at the bird table Can link the number symbol (numeral) with its cardinal number value - to 20 Can recognise amounts that have been rearranged and to generalise that, if nothing has been added or taken away, then the amount is the same. Can quickly recognise amounts up to 5 when they are not in the 'regular' arrangement (White Rose - Alive in Five - Composition of numbers to 5) Compares quantities of objects arranged in different ways - 'more than' 'less than' 'fewer' 'the same as' 'equal to', (up to 10 objects)

Year group	Topic	curriculum links and Assessment	Maths links	Literacy key / core text	possible cultural capital.
	<p>knowing that the last number in the count indicates the total number in a group</p> <ul style="list-style-type: none"> Compares quantities where the difference in amounts is less - 'more than' 'less than' 'fewer' 'the same as' to compare collections (up to 10 objects) (White Rose - Light and Dark - 1 more/1 less) Can find '1 more' from a given number within 10 Understands the composition of numbers 2,3,4,5 Partitions sets of up to 5 objects using a part-part whole model (White Rose - Its Me 1,2,3! Composition of 1,2,3) Understands that addition is the combining of sets of objects Know which pairs make a given number within 5 Can automatically recall double facts 1+1, 2+2 Can write numbers 0-5 	<p>'equal (up to 10 objects) (White Rose - Alive in 5 - Comparing numbers to 5)</p> <ul style="list-style-type: none"> Can find 1 more and 1 less from a given number and is beginning to understand the '1 more than/1 less than' relationship between sequential numbers (White Rose - Alive in Five - One less) Can partition sets of up to 10 into two groups, and recombine to make the same total (White Rose - Growing 6, 7, 8 - Combining two groups) Understands that subtraction is removing objects (White Rose - Building 9 and 10 - Counting back) 	<ul style="list-style-type: none"> Can explain the '1 more than/ 1 less than' relationship between sequential numbers within 10 (White Rose - First, Then, Now - Adding more) Can partition sets of up to 10 into two groups, and recognises that the whole number can be recombined as pairs of numbers to make the same total Begins to explore and work out mathematical problems, using signs and strategies of their own choice, including (when appropriate) standard numerals, tallies and "+" "-" Can recall most number bonds to 10, including all double facts Can explain the pattern (White Rose - To 20 and Beyond) Can write numbers 0-20 (White Rose - To 20 and Beyond) 		

Shape, Space and Measure - Select, rotate and manipulate shapes in order to develop spatial reasoning skills. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Compare length, weight and capacity.		
Autumn	Spring	Summer
<ul style="list-style-type: none"> (White Rose – Just like me – Matching and Sorting) Explores which shapes will roll and which will slide and is beginning to explain why using the vocabulary 'curved' and 'flat' Can recognise and describe 3D shapes: cube, cuboid, cylinder, cone, sphere (White Rose – It's Me 1,2,3! – Circles and Triangles) Can recognise and describe 2D shapes: circle, rectangle, square, triangle, semi circle, rhombus 	<ul style="list-style-type: none"> (White Rose – Alive in 5 – Compare Mass, Compare Capacity) Can order three items by height and capacity using non-standard measures, using tallest, shortest full, empty, half full/empty Recognise and describe pentagon (White Rose – Growing 6,7,8! Length & Height) Can compare and order items by length and height (White Rose – Growing 6,7,8! – Time) Orders and sequences events using everyday language related to time Recognises that there are different coins and notes 	<ul style="list-style-type: none"> Uses language such as faces, vertices, edges to describe 3D shapes Can recognise a wider range of 3D shapes, such as pyramids and triangular prisms (White Rose – First, Then, Now – Spatial Reasoning) Is able to compose and decompose 2D shapes recognising that a shape can have other shapes within it and which shapes combine to make other shapes
<ul style="list-style-type: none"> (White Rose – It's Me 1,2,3! Positional Language) Is beginning to use positional vocabulary 'in between' 'over' 'above' 'beneath' 'beside' Describe a familiar route using directional language 	<ul style="list-style-type: none"> (White Rose – First, Then, Now – Spatial Reasoning) Uses positional vocabulary 'in between' 'over' 'above' 'beneath' 'beside' Uses ordinal numbers to describe position in a line Engages with 3D and 2D map-making in familiar environments, sequencing landmarks and designing small worlds 	<ul style="list-style-type: none"> Uses spatial language, including relative terms depending on viewpoints Follows and gives directions (White Rose – First, Then, Now – Spatial Reasoning) Turns and flips objects in order to make shapes fit and create models; predicting and visualising how they will look (spatial reasoning)
<ul style="list-style-type: none"> (White Rose – Just like me – Comparing size, mass and capacity) Can order three items by length and weight using non-standard measures, correctly using the terms: longest, shortest, heaviest, lightest (White Rose – It's Me 1,2,3!) Knows about the different ways we can pay for things and coins 1p, 2p and how to make 3,4 and 5p using coins 	<ul style="list-style-type: none"> (White Rose – Building 9 & 10 – 3D shapes) Can recognise that the faces on a 3D shape often comprise of 2D shapes Explores and describes how many corners and sides 2D shapes have Can identify and describe a pentagon, a hexagon and an octagon Plans to make models, selecting blocks needed and visualising what they will build 	<ul style="list-style-type: none"> Uses a range of nonstandard units for measuring making sensible choices depending on what is being measured e.g. cubes, wooden planks, small/large balances, spoons, buckets (White Rose – On the Move) Is beginning to experience measuring time with timers and calendars Solves problems involving prediction and discussion of comparisons of length, weight or capacity, paying attention to fairness and accuracy (White Rose – On the move) Can pay for items using 1p, 5p and 10p coins Can pay for items using £1 coins

Year group

Topic

curriculum links and
Assessment

Maths links

Literacy key / core text

possible cultural capital.

Year group Nursery	Curriculum Goals	Topic	curriculum links and Assessment	Maths links	Literacy key / core text	possible cultural capital.
Communication and Language	Personal, social, emotional development	Physical Development	Literacy	Mathematics	Understanding the World	Expressive arts and design
<p>Listen to longer stories and remember the key events</p> <p>Understand and respond to questions and instructions.</p> <p>Express ideas and feelings confidently using a wide range of vocabulary.</p> <p>Engage in a back and forth conversations with friends and adults</p>	<p>Show more confidence in new social situations.</p> <p>Playing well with others and being able to extend and elaborate play ideas.</p> <p>Be able to talk about their feelings and show empathy to others.</p>	<p>Ride bikes and scooters confidently.</p> <p>Develop their ability and control to move in different ways.</p> <p>Use fine motor skills to handle tools and equipment with confidence.</p> <p>Become increasingly independent in meeting their own care needs and as they get dressed and undressed.</p>	<p>Understand that print carries meaning and can have different purposes.</p> <p>Engage in extended conversations about stories, learning new vocabulary</p> <p>Develop their phonological awareness so that they can spot rhymes and develop their understanding of initial sounds.</p> <p>Engage in early writing activities and write some or all of their name.</p>	<p>Understand in depth numbers up to 5.</p> <p>Automatically recall numbers to 3.</p> <p>Compare quantities in different contexts.</p> <p>Talk about and explore 2D and 3D shapes.</p> <p>Create and extend patterns.</p> <p>Understand the position of objects.</p> <p>Begin to describe a sequence of events using words such as 'first' etc.</p>	<p>Show an interest in the similarities and differences between people and develop a positive attitude towards this.</p> <p>Explore the world around them by using all of their senses and talking about it using a wide range of vocabulary.</p> <p>Know their place in their family and understand that events happened before they were born.</p>	<p>Make up stories and act out with others, making use of props to enhance the play.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Sing a repertoire of songs and enjoy moving to music.</p> <p>Play instruments with increasing control to express their feelings and ideas.</p> <p>Explore the use of shapes and lines to represent objects and add emotions to their pictures.</p>

Nursery Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>General Themes</p> <p>NB: <i>These themes may be adapted at various points to allow for</i></p>	<p>Let's Learn About Us</p> <ul style="list-style-type: none"> Starting school/my new class Emotions All about me My family My body People who help us 	<p>Light And Dark</p> <ul style="list-style-type: none"> Bonfire night Diwali Halloween Autumn Harvest Light and dark Hannukah 	<p>Once Upon A Time</p> <ul style="list-style-type: none"> Goldilocks Three Billy Goats Gruff Little Red Riding Hood Three Little Pigs Jack and the Beanstalk 	<p>Look At It Grow</p> <ul style="list-style-type: none"> Easter Spring Farm animals Minibeasts Plants Food Australia 	<p>Let's Imagine</p> <ul style="list-style-type: none"> Witches and wizards Fairies and elves Superheroes and villains Pirates Mythical creatures 	<p>Our World</p> <ul style="list-style-type: none"> Summer Earth Transport Under the sea In the jungle Space Adventures

Year group	Topic	curriculum links and Assessment	Maths links	Literacy key / core text	possible cultural capital.	
children's interests	<ul style="list-style-type: none"> • Celebrations/ birthdays • Our local area 	<ul style="list-style-type: none"> • Dinosaurs • Toys old and new • The Nativity • Winter • Christmas • Arctic/Antarctica 	<ul style="list-style-type: none"> • The Gingerbread Man • Nursery rhymes • China • Chinese new year 			
High Quality Texts <i>We aim to foster a lifelong love of reading</i>	<ul style="list-style-type: none"> ✓ Topsy and Time start school ✓ Goat Goes To Playgroup ✓ When a Dragon Goes to School ✓ Incredible You ✓ The Colour Monster ✓ You Choose ✓ Marvellous Me ✓ How are you feeling today? ✓ The Boy With Big, Big Feelings ✓ What Makes Me A Me? ✓ Owl Babies ✓ We're going on a Bear Hunt ✓ Funnybones ✓ Emergency! ✓ A superhero like you 	<ul style="list-style-type: none"> ✓ The Story of Rama & Sita ✓ The light in the night ✓ Shine ✓ How to catch a star ✓ Guess how much I love you in the Autumn ✓ The Gruffalo ✓ Leaf Man ✓ Can't you sleep little bear? ✓ Two Hungry Bears ✓ The Owl Who's Afraid Of The Dark. ✓ Night Monkey, Day Monkey ✓ Harry and the Dinosaurs ✓ Dinosaur Roar ✓ Ten Terrible Dinosaurs ✓ Rosie's walk ✓ Stick Man ✓ Old Bear ✓ The Old Toy Room ✓ Kipper's Toy Box 	<ul style="list-style-type: none"> ✓ Brown Bear Brown Bear ✓ Magic Porridge Pot ✓ The Hungry Wolf ✓ The Wolf's Pancakes ✓ Three wolves and the Big Bad Pig ✓ Paco and the Giant Chilli Plant ✓ Jasper's Beanstalk ✓ Jim and the Beanstalk ✓ The Runaway Wok ✓ Eat Your Greens Goldilocks 	<ul style="list-style-type: none"> ✓ Mad about Minibeasts ✓ The Hungry Caterpillar ✓ Non fiction butterfly and frog lifecycle ✓ The Diary of a Spider ✓ The Tiny Seed ✓ A Seed in Need ✓ Superworm ✓ Supertato ✓ Oliver's Vegetables ✓ Oliver's Fruit Salad ✓ The Healthy Wolf ✓ The Tiger Who Came to Tea ✓ Little Raindrop ✓ When Will It Be Spring? ✓ One Springy Day ✓ Handa's Surprise ✓ What the Ladybird Heard ✓ On the Farm ✓ Farmer Duck ✓ Non-fiction books on farm animals 	<ul style="list-style-type: none"> ✓ Meg and Mog ✓ Hansel and Gretel ✓ Room on the broom ✓ What's in the Witches Kitchen ✓ The Elves and the Shoemaker ✓ Supertato ✓ Zog ✓ The Singing Mermaid ✓ A home for a Pirate ✓ The Night Pirates 	<ul style="list-style-type: none"> ✓ There's an Alien in my Book ✓ Aliens Love Underpants ✓ Non-fiction Space Books ✓ The Life of a plastic Bottle ✓ Somebody Swallowed Stanley ✓ What a Waste ✓ Sharing a Shell ✓ Commotion in the Ocean ✓ Rainbow Fish ✓ Under the Sea ✓ Rumble in the Jungle ✓ Introduce ORT books

Year group	Topic	curriculum links and Assessment	Maths links	Literacy key / core text	possible cultural capital.	
	<ul style="list-style-type: none"> ✓ Kippers Birthday ✓ Spot's Birthday 	<ul style="list-style-type: none"> ✓ Jack Frost ✓ Immi ✓ The Christmas Story ✓ A Letter to Father Christmas 				
'Wow' moments / Enrichment	<ul style="list-style-type: none"> People in our community Police/fire visit School walk Library visit Birthday party Baking a birthday cake Local areas maps 	<ul style="list-style-type: none"> Bonfire Night/ Diwali Autumn walk Making parkin/Vegetable soup Remembrance day Hannukah Toys show and tell Nativity performance Church Service Christmas cards and calendars Diwali lamps and rangoli sand art Ice experiments 	<ul style="list-style-type: none"> Valentine's day Chinese New Year Dragon dances Food tasting & cooking—different cultures Planting beans Baking gingerbread Using materials to build houses Three Bears cottage role play 	<ul style="list-style-type: none"> Visit to the farm Minibeast hunt Mother's Day Easter Chicks/frogspawn/caterpillars Planting seeds Visit to a supermarket Spring walk Andy Goldsworthy transient art Van Gogh sunflowers 	<ul style="list-style-type: none"> Changing states of matter Looking after our environment History of pirates Exploring materials Weather experiments 	<ul style="list-style-type: none"> Father's Day Visit to the park, summer walk Transition visits Thinking of questions for Time Peake Aboriginal art

Year group Reception	Curriculum Goals	Topic	curriculum links and Assessment	Maths links	Literacy key / core text	possible cultural capital.
Communication and Language	Personal, social, emotional development	Physical Development	Literacy	Mathematics	Understanding the World	Expressive arts and design
<p>Express ideas and feelings confidently using a wide range of vocabulary.</p> <p>Engage in a back and forth conversations with friends and teachers.</p> <p>Listen and respond with relevant comments, questions and answers.</p>	<p>Show determination and resilience when learning something new.</p> <p>Have the confidence to make mistakes and persevere even when something is difficult.</p> <p>Show empathy to others.</p> <p>Talk about and make healthy choices.</p>	<p>Ride bikes and scooters confidently.</p> <p>Take pleasure in moving energetically, showing control over body movements.</p> <p>Negotiate space, demonstrating strength, balance and co-ordination</p> <p>Use fine motor skills to handle tools and equipment with confidence.</p>	<p>Retell a story with words and actions.</p> <p>Read sentences and books containing regular words made up of known letter sounds and some exception words.</p> <p>Independently write words and simple sentences that can be read by others.</p> <p>Understand what they have read</p>	<p>Understand in depth numbers to 10.</p> <p>Automatically recall numbers to 5.</p> <p>Compare quantities in different contexts.</p> <p>Recognise patterns in the number system.</p> <p>Recognise and name shapes</p>	<p>Show curiosity about the world in which they live. Share own knowledge and ask questions of others to find out more.</p> <p>Know their place in their family and understand that events happened before they were born.</p> <p>Appreciate some similarities and differences between, lives, cultures and religions, both where they live and around the world.</p>	<p>Make up stories and act out with others, making use of props to enhance the play.</p> <p>Make choices of which materials and techniques to use when creating, taking inspiration from artists, experiences and their own interests.</p> <p>Sing a repertoire of songs and enjoy moving to music.</p>

Year group

Topic

curriculum links and
Assessment

Maths links

Literacy key / core text

possible cultural capital.

Reception Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes NB: These themes may be adapted at various points to allow for children's interests	Let's Learn About Us <ul style="list-style-type: none"> Starting school/my new class/PSED focus Relationships/feelings What am I good at? My family/Family tree/family history People who help us / careers/Growing up Our local area Looking after the environment Healthy body Autumn and harvest Hibernation 	Old And New, Light And Dark <ul style="list-style-type: none"> Bonfire night - firework safety Light and dark Shadow and colour Dinosaurs Arctic/Antarctica Toys old and new The Nativity Winter Christmas Lists Letters to Father Christmas 	Once Upon A Time <ul style="list-style-type: none"> Goldilocks Three Billy Goats Gruff Red Riding Hood Three Little Pigs Jack and the Beanstalk The Gingerbread Man China Chinese new year 	Where Did This Grow? <ul style="list-style-type: none"> Minibeasts Lifecycles Planting Parts of a plant and how they grow Food and shops Healthy and unhealthy foods Spring Africa Farm animals 	Let's Imagine <ul style="list-style-type: none"> Witches and wizards Fairies and elves Superheroes and villains Disney relationship themes Mythical creatures 	Space, Land and Sea <ul style="list-style-type: none"> Space Earth Under the sea Australia Pirates Adventures Going on holiday Send me a postcard Seasides Marine life Seasons -Summer -sun safety science/shadows - using the sun to make pictures Trip to the Park
High Quality Texts <i>We aim to foster a lifelong love of reading</i>	<ul style="list-style-type: none"> ✓ Incredible You ✓ The Colour Monster ✓ You Choose ✓ Marvellous Me ✓ How are you feeling today? ✓ Owl Babies ✓ We're going on a Bear Hunt ✓ Funnybones ✓ Emergency! ✓ A superhero like you ✓ Kippers Birthday 	<ul style="list-style-type: none"> ✓ The Story of Rama & Sita ✓ The light in the night ✓ Shine ✓ How to catch a star ✓ Can't you sleep little bear? ✓ The owl who's afraid of the dark. ✓ Harry and the Dinosaurs ✓ Immi ✓ Rosies walk 	<ul style="list-style-type: none"> ✓ Brown Bear Brown Bear ✓ Magic Porridge Pot ✓ The Hungry Wolf ✓ The Wolf's Pancakes ✓ Three wolves and the Big Bad Pig ✓ Paco and the Giant Chilli Plant ✓ Jasper's Beanstalk ✓ Jim and the Beanstalk ✓ The Runaway Wok ✓ Maps and Atlases, non fiction books on China 	<ul style="list-style-type: none"> ✓ Mad about Minibeasts ✓ The Hungry Caterpillar ✓ Non fiction butterfly and frog lifecycle ✓ The Diary of a Spider ✓ The Tiny Seed ✓ A Seed in Need ✓ Superworm ✓ Supertato ✓ Oliver's Vegetables ✓ The Healthy Wolf ✓ The Tiger Who Came to Tea 	<ul style="list-style-type: none"> ✓ Meg and Mog ✓ Hansel and Gretel ✓ Room on the broom ✓ Whats in the Witches Kitchen ✓ The Elves and the Shoemaker ✓ Supertato ✓ Frozen ✓ Toy story ✓ Wizard of oz ✓ Zog ✓ The Singing Mermaid 	<ul style="list-style-type: none"> ✓ There's an Alien in my Book ✓ Non-fiction Space Books ✓ The life of a Cardboard Box ✓ The Life of a plastic Bottle ✓ Somebody Swallowed Stanley ✓ What a Waste ✓ Sharing a Shell ✓ Commotion in the Ocean ✓ Rainbow Fish ✓ Under the Sea ✓ A home for a Pirate ✓ The Night Pirates

Year group	Topic	curriculum links and Assessment	Maths links	Literacy key / core text	possible cultural capital.	
	<ul style="list-style-type: none"> ✓ Guess how much I love you in the Autumn ✓ Tree- Seasons come and go ✓ The Gruffalo ✓ Leaf Man 	<ul style="list-style-type: none"> ✓ Stick Man ✓ Old Bear ✓ The Old Toy Room ✓ The Jolly Christmas Postman ✓ Jack Frost ✓ The Christmas Story ✓ A Letter to Father Christmas 		<ul style="list-style-type: none"> ✓ Little Raindrop ✓ When Will It Be Spring? ✓ One Springy Day ✓ Handa's Surprise ✓ Rumble in the Jungle ✓ What the Ladybird Heard ✓ On the Farm ✓ Farmer Duck 	<ul style="list-style-type: none"> ✓ ORT the Magic Key series 	
'Wow' moments/ Enrichment	<ul style="list-style-type: none"> People in our community Police/fire visit School walk Library visit Autumn walk Birthday party Local areas maps 	<ul style="list-style-type: none"> Bonfire Night/ Diwali Making parkin/Vegetable soup Remembrance day Toys show and tell Nativity performance Church Service Christmas cards and calendars Diwali lamps and rangoli sand art Ice experiments 	<ul style="list-style-type: none"> Valentines day Chinese New Year Dragon dances Map work Food tasting & cooking-- different cultures Planting beans Baking gingerbread Using materials to build houses Three Bears cottage role play 	<ul style="list-style-type: none"> Visit to the farm Minibeast hunt Mother's Day Easter Chicks/frogspawn/caterpillars Planting seeds Visit to a supermarket Making smoothies Spring walk Andy Goldsworthy transient art Van gough sunflowers 	<ul style="list-style-type: none"> Changing stastes of matter Looking after our environment Exploring materials Weather experiments Let's Go Fly a Kite - song 	<ul style="list-style-type: none"> Father's Day Visit to the park, summer walk Transition visits Writing a letter to Tim Peake Aboriginal art History of pirates

Year group

Topic

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