***Curriculum Overview `***

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| **School: Werrington Primary School** | **Head Teacher: Mr Jon Phillpotts** |
| Completed by EYFS Teacher: Tegan Small | Name/ Signature/ Date: Miss Tegan Small – 24.07.21 |
| Shared with Curriculum Leaders: All teaching/leadership staff | Name/ Signature/ Date: Mrs Janice Buckthought – 26.07.21, Miss Kerri Andrew – 26.07.21, Mrs Nicola Hosking – 26.07.21, Mr Jon Phillpotts – 26.07.21 |
| Monitored by Curriculum Leader: Jon Phillpotts  (To ensure subject coverage and weighting). | Name/ Signature/ Date: |
| **Curriculum Aims** | |
| **Intent:** Our mixed-age, EYFS and Year 1 Curriculum has been thoughtfully designed to reflect our school’s vision statement of maintaining high expectations, aspiration and respect for all. We have created our curriculum with the intent to nurture **lively, enquiring minds, to have a love of discovery, the bravery to make decisions and the confidence to take ownership of their learning. We feel this is best achieved through an approach which centres the child, whereby teaching and learning opportunities comprise of a purposeful balance between child-initiated and adult-led experiences in order to ensure provision and progress for children is uniquely and** developmentally appropriate for them.  **Implementation: We adopt a play-based, discovery-led approach, providing rich, effective continuous provision, which links succinctly to EYFS and National Curriculum objectives and aims through an enabling environment, open-ended exploration, purposeful adult-led interactions and specific provision enhancements. This combination ensures children are able to learn, revisit, rehearse and then apply skills in a new way, promoting the best learning processes and outcomes. We believe it is important for children to become reflective learners, recognising and utilising their individual strengths, whilst also noticing their own areas for development, using these to set their own goals and targets. Our curriculum is scaffolded by the school’s natural environment and reflects the interests of the children, alongside necessary skills and knowledge development, to enable children to reach their full learning potential.**  **Impact:** **Adults are seen as co-explorers and facilitators in our environment, learning with the children and using these interactions to inform continuous, purposeful assessment. Frequent formative assessment opportunities, gaps analysis and professional dialogue between facilitators informs future provision and targeted interactions to ensure all children have the best chance of achieving the seventeen Early Learning Goals (for Reception pupils) or developing appropriate mastery of the Year 1 National Curriculum (for Year 1 pupils). Our curriculum design aims to provide a holistic education for all.** | |

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| Area of Learning | | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | | Summer 2 |
| Possible Themes  *(not necessarily based on interests, these to be added termly)* | | Belonging/Me and my feelings  Harvest/Halloween  Past and Present | Friendships  Christmas/Nativity  Weather/Seasons | People who care for us  Women in history  Materials and STEM | Easter/new life  Around the world  Healthy foods (link to world/cultures | Historic events (eg GFOL)  Sacred people  Mini-beasts and wildlife | | Seaside/local environment  Sacred places  E-safety/technology |
| Key Texts (all rec&Y1)  Literacy unit text | Fiction | ‘We’re going on a Bear Hunt’- Michael Rosen  ‘Owl Babies’ by Martin Waddell and Patrick Benson  ‘Belonging’- Jeanie Baker  ‘Dogs don’t do ballet’- Anna Kemp  ‘Harry and the Dinosaurs go to school’- Ian Whybrow and Adrian Reynolds  ‘Sometimes I feel Sunny’- Gillian Shields  ‘Pumpkin Soup’ by Helen Cooper | ‘Grandad’s Island’- Benji Davis  ‘The Snail and The Whale’ - Julia Donaldson  ‘Dogger’- Shirley Hughes  ‘Lost and Found’- Oliver Jeffers  ‘Father Christmas needs a wee’- Nicholas Allan  ‘Into the Forest’- Anthony Browne | ‘When I grow up’- Weird Al (Al Yankovic)  ‘Great Women who changed the world’- Kate Pankhurst  ‘The Queen’s knickers/handbag/hat’- Steve Antony | ‘Jack and the Jellybean Stalk’- Rachael Mortimer and Liz Pichon  ‘The Runaway Pea’- Kjartan Poskitt  ‘I really want to eat a child’- Sylviane Donnio  ‘Supertato’ by Sue Hendra and Paul Linnet  ‘Jack and the Beanstalk’- Traditional Tale  ‘Oi Frog!’- Kes Gray and Jim Field | ‘Firework Night’ – Andrew Collett (poetry)  ‘The Very Lonely Firefly’- Eric Carle  ‘Fireflies in the Night’- Judy Hawes  ‘Doing the animal bop’ – Jan Ormerod | | ‘The Train Ride’ – June Crebbin  ‘The Night Pirates’- Peter Harris  ‘Billy’s Bucket’- Kes Gray  ‘Flotsam’- David Wiesner |
| Non-fiction | History books- past and present | ‘Seasons’ by Hannah Pang and Clover Robin | Bold Women in Black History – Vashti Harrison |  | I Wanna Iguana- Karen Kaufman Orloff | | If Sharks Disappeared- Lily Williams |
| CLL   * Listening, Attention and Understanding * Speaking   Spoken Language | | * Learn new vocabulary. * Listen carefully to rhymes and songs, paying attention to how they sound. * Use new vocabulary in different contexts. * Use new vocabulary through the day. * Learn rhymes, poems, and songs. | | | | | | |
| Understand how to listen carefully and why listening is important.  Engage in story times.  Listen and respond appropriately to adults  ask relevant questions to extend their understanding and knowledge | Ask questions to find out more and to check they understand what has been said to them.  Develop social phrases.  Engage in story times.  use relevant strategies to build their vocabulary  articulate and justify answers, arguments and opinions | Articulate their ideas and thoughts in well-formed sentences.  Connect one idea or action to another using a range of connectives.  Engage in non-fiction books.  Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.  give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings  maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments | 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.  use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas  speak audibly and fluently with an increasing command of Standard English | Listen to and talk about stories to build familiarity and understanding.  Engage in non-fiction books.  Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.  participate in discussions, presentations, performances, role play, improvisations and debates  gain, maintain and monitor the interest of the listener(s) | | Retell stories 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.  consider and evaluate different viewpoints, attending to and building on the contributions of others  select and use appropriate registers for effective communication. |
| Possible Enhancements:  iPads and QR codes: audiobooks Sentence strips Role play resources Museum artefacts  Story-telling dice Various writing materials (rotated) Puzzles and games (rotated) Small world/Loose parts materials  Story-telling cards Range of reading materials (rotated) Curiosity tray  Voice recorders Story Spoons/sacks iPad stop frame apps | | | | | | |
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| PSED   * Building Relationships * Managing Self * Self-Regulation   PSHE | | *NB. These statements have been split for extra focus, but all will apply on an ongoing basis throughout the reception year.* | | | | | | |
| Self-Regulation:   * 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.   Managing Self:   * 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.   Building Relationships:   * 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. | | | | | | |
| Children’s own family and family life.  Looking at children’s differences and preferences.  Making friends with other children.  Exploring feelings of loneliness.  Role Play “home” area.  Creating class photos of friendly behaviour.  We all have feelings  Rights and Responsibilities | Comparing own family and family life to Inuit people.  Exploring the emotion of happiness.  Empathizing with characters from the story. How do they feel?  Have we ever been scared? Why?  Healthy friendships  Emergencies and getting help | Consider how it feels if you don’t succeed at first or achieve your goal?  What happens if children are faced with challenges, they feel afraid?  Discuss relationships with their own family members and special people.  People who care for us  Our bodies and boundaries (NSPCC) | Co-operative role play at the doctor’s surgery.  Taking it in turns with the roles.  Recall and act favourite part of the story.  Create story maps in pairs.  Our Health  Healthy foods | Discuss what Jack did in the story – was it right or wrong?  Talk about feelings of other characters.  Good and not so good feelings | | Explore significant birthdays with the children. Remember presents and things they did on their birthday.  Recall surprises in our own lives.  Talk about things that we are afraid of.  Managing our time safely online. |
| Physical Development   * Gross Motor * Fine Motor   PE  Handwriting | | Gross:   * 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   Fine:   * 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, paint brushes and cutlery * Begin to show accuracy and care when drawing | | | | | | |
| Experiment with a wide range of tools, some familiar and some new.  Encouraged to mark-make in multiple ways, regularly.  Dough Disco  Pencil control  Form all digits and lower-case letters correctly, sitting correctly with effective pencil grip  Master basic movements including running, jumping, throwing and catching | Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.  Hand-eye coordination activities including paint-based  Pencil control  Letter families  Form all capital letters correctly | 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.  Painting/mark-making  Handwriting/pencil grip activities  Develop balance, agility and co-ordination, and begin to apply these in a range of activities and participate in team games, developing simple tactics for attacking and defending | Obstacle courses  Dance- music-making and accompanying movements  Cutting control activities  Handwriting fluency | Combine different movements with ease and fluency.  Develop the foundations of a handwriting style which is fast, accurate and efficient.  Perform dances using simple movement patterns.  Athletics- Sports and Olympics Day | | Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.  Begin cursive joins (some) |
| Literacy (Phonics-based)   * Word Reading * Writing   See Full RWI planning for Y1. | | Read, Write Inc phonics following school phonics progression map  Word Reading:   * 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:   * 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. | | | | | | |
| Learn single letter sounds by saying the sounds for them.  Begin to blend familiar/known sounds into simple words (e.g. CS and CVC), so that they can start decoding short words.  Begin single letter formation. | Know all single letter sounds.  Continue blending familiar/known sounds into simple words (e.g. CS and CVC), so that they can read short words.  Begin to write some simple CVC words using ‘Fred Fingers’ (known sounds only). | Read all Set 1 single sounds and learn Set 1 digraphs (special friends)  Read a few common exception words matched to the red words on ditty sheet/red ditty level  Continue writing simple words, some including Set 1 special friends (diagraphs). | Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.  Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.  Begin recalling a given sentence and recording it (simple sentences with known red words and phonemes).  Capital letter recognition. | Read simple sentences with increasing fluency (Fred Talk and Fred in your head for some more familiar words)  Begin to learn Set 2 sounds/digraphs.  Form all lower-case and capital letters correctly.  Write simple sentences from memory (hold a sentence), including capital letters, finger spaces and a full stop. | Begin proof-reading, re-reading what they have written to check that it makes sense and ‘fix’ with purple pen. | |
| Literacy   * Comprehension * Vocabulary and Talk | | Comprehension:   * 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.   C&L (Speaking):   * Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary * Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate | | | | | | |
|  | | Book Talk linked to key texts (anticipation)  Story re-telling (own words and some new vocab)  listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently  drawing on what they already know or on background information and vocabulary provided by the teacher | Book Talk linked to key texts (prediction and explanation)  Story re-telling (own words and some new vocab)  discussing the significance of the title and events  being encouraged to link what they read or hear read to their own experiences  predicting what might happen on the basis of what has been read so far | Book Talk linked to key texts (use new vocab/word-meaning emphasis)  Story re-telling (new vocab focus, key events recall)  checking that the text makes sense to them as they read and correcting inaccurate reading  making inferences on the basis of what is being said and done  participate in discussion about what is read to them, taking turns and listening to what others say | Book Talk linked to key texts (debate/discussion stem sentences)  Story re-telling (innovation/imagination)  becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics  recognising and joining in with predictable phrases  learning to appreciate rhymes and poems, and to recite some by heart | Book Talk linked to key texts (poetry focus)  Story-telling  discussing word meanings, linking new meanings to those already known | | Book Talk linked to key texts (non-fiction focus/technical vocab)  Story-telling  explain clearly their understanding of what is read to them |
| Possible Enhancements: | | | | | | | | |
|  | | Un-finished story maps (illustrated)  Story moment bags/sacks (masks, props, photos etc from story for role play)  Sound scavenger hunt sheets (texture-related e.g. Velcro)  Bear mask-making station  Natural resources (mud, grass,  water, sand)  Footprint plaster casts. | Dressing up outfits (open-ended)  Small-world figures (island themed)  Teddies  Friendship soup resources  Friendship bracelet instructions  Card-making (for a friend)  Cardboard boxes/tubes (adventures e.g. ships)  Small world animals and habitats (loose parts)  Printing/collage materials | Photographs of own families at work  Job photos and video clips  Portrait resources (mirrors etc)  History books  Museum artefacts  Role play resources  Science based enquiry area  Dinosaurs and dinosaur fossils/plaster of Paris | Rhyming songs and nursery rhymes  Rhyming matching cards  Talking tins/voice recorders  Puppets (traditional tale props)  Prop-making station  Green beans planting, non-fiction books/instructions/gardening tools  Farm and fantasy small world  Mud kitchen potion recipes | Sparklers  Fire-building/toasting marshmallows  Powder paints, chalks and black sugar paper  Coloured card and stamp making resources  Large paper roll (collaborative skyline)  Mud kitchen (hot choc making)  Letter writing resources and post box  Photos of exotic animals and junk modelling | | Pirate letters (old, tea-staining resources)  Treasure maps  Historic artefacts/photos  Transport/construction  Sea creatures small world  Plastic pollution tuff spot  Climate change/food chain resources e.g. paper chains  Landscape resources (fabrics)  Clay/collage  Posters (environment) |
| Literacy   * Writing (outside of phonics- link back to Writing objectives above) | | Descriptive language and oral sentence building  Vocab building  Compose sentences orally before writing.  Accurate use of capital letters, finger spaces and full stops.  Use the conjunction ‘and’ | Descriptive language and oral sentence building  Vocab building  ‘Brave’ and paired writing.  To write and sequence effective sentences using emotive language (to create a short narrative).  To use the subordinating conjunction ‘but’  To use an exclamation mark | Descriptive language and oral sentence building  Vocab building  ‘Brave’ and paired writing.  Writing for a purpose  To use the personal pronoun ‘I’ as a capital.  To notice and explore technical features of a non-fiction text  To write effective sentences for a purpose, proof-reading to sense-check and improve  To use a question mark | To re-tell a traditional tale and a tale twist.  To re-enact a story (inc. illustrations and a story map)  Brave writing (independent)- simple words and sentences  To explore rhyme  To explore rhyme  To explore traditional tales, re-telling and re-imagining them in order to write in a similar style.  To sequence sentences to form a short, imaginative narrative  To read aloud their writing to others | To explore emotive language and poetry, using ambitious language and have a go at recording this  To write simple sentences, including an adjective  To use capital letters and full stops  To explore poetry  To understand the terminology of ‘singular’ and ‘plural’, knowing whether to add ‘s’ or ‘es’.  To explore onomatopoeia and focus of verbs and adverbs  To write for persuasion  To proof-read and ‘assess’ others’ writing | | To use books and online technology to source information  To write in a non-fiction style (facts)  To explore positive and negative themes/ideas  To write a question (effective, punctuated simple sentences)  To use books and online technology to source information  To use suffixes accurately, including ‘ed’.  To write emotive sentences, including questions, thoughts and exclamations.  To use the prefix ‘un’. |
| Possible enhancements for writing (provision) | | | | | | |
| Writing feelings and post in feelings box.  Writing notes home to family.  Oral storytelling scribed by the teacher.  Writing with nature and in nature  Owl thought and speech bubbles  Story map writing  Unfinished story map completion  How to, instruction writing  Fears writing with images | Adventure stories  Setting descriptions  Small world captions and labels  Writing questions/ cards/ notes/ messages to characters (card-making resources)    Diagrams and character descriptions  Speech/thought bubbles.  Christmas wishes on speech bubbles  Christmas lists and catalogue images  Letters to Santa and to lonely people/somebody you miss at Christmas time  Christmas stories | Dinosaur descriptions  Invention/adventure writing  When I grow up writing frames/captions (photos/clips)  People who care for us poster  iPad writing to make slideshow of important people eg scientists and what they discovered  Stick writing  Positivity messages  Post-it notes  Habitat/animal labels and captions | Write mud kitchen recipes  Writing gardening/planting instructions  Character descriptions  Innovating story to change 1 thing  Writing scripts for own play/re-telling role play  Writing questions to the characters e.g. to the Giant  Write rhyming words (including nonsense)  Bean/seed letter formation/word-building | Onomatopoeia writing (picture cards and listening game)  Recount of fireworks night/bonfire  Powder paint writing  Post-it notes and images/clips for adjectives etc  Captions for artwork  Sentence building game and writing rhyming words (nonsense included)  Who, What, Where, When, Why collaborative game  Animal descriptions (Guess Who style) | | Pirate Passports.  Making maps (tea-staining etc)  Treasure map and ship ticket writing  Driftwood writing  Instructions to make…  Photos from home with captions of what they can see  Pebble writing  Posters (climate change)  Captions for their artwork  Old fashioned quill and ink |
| Maths   * Number * Numerical Pattern * Shape and Space | | Number:  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.  Numerical 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 and Space:  Use general language to describe measurements e.g. size, weight and capacity  Create, describe and recognise patterns in various forms  Explore everyday objects and shapes and use shape names and mathematical language to describe them | | | | | | |
|  | | -Matching and sorting  -Comparing and composition of  numbers 1-3  -One-to-one principle  -Positional language  -Number: Place Value (within 10)  -Number: Addition and Subtraction (within 10) | -Representing numbers 1-5  -Identifying one more and one less (within 5: beginning of number bonds to 5)  -Subitising  -Patterns  -Number: Addition and Subtraction (within 10)  -Geometry: Shape  -Number: Place Value (within 20) | -Introducing 0  -Composition and -Comparing 4-8  -Making pairs  -Combining 2 groups (number bonds to 5)  -Subitising  -Shape  -Number: Addition and Subtraction (within 20)  -Number: Place Value (within 50) | -Composition and comparison of numbers to 10  -Number bonds to 10  -Measure (size: length and height)  -Shape  -Measurement: Length and Height  Weight and Volume | -Building numbers beyond 10 (teen numbers)  -Number/counting patterns beyond 10  -Addition and Subtraction (adding on)  -Doubling  -Measure (capacity & volume)  -Number: Multiplication and Division  -Number: Fractions  -Geometry: Position and Direction | | -Halving, doubling, sharing & grouping  -Even and Odd numbers  -Money & time  -Spatial reasoning  Number: Place Value (within 100)  Measurement: Money and Time |
|  | | Possible Enhancements (aside from specific mathematics manipulatives/resources): | | | | | | |
|  | | Wellies/socks  Snap/pairs cards and games  Beads/pompoms/buttons for shape/size/colour sorting  Natural materials (eg. stones/sticks)  Teddies for positional language  Sweets  Playdough | Sweets/loose parts  Playing cards  Googly eyes/junk modelling  Pipe cleaners  Jewellery  Pasta  Fruit/foods  Cocktail sticks | Wellies/socks  Snap/pairs cards and games  Pegs + line/hook  Gingerbread men/decorations  Loose parts (pipe cleaners, beads, pasta, pompoms)  Paint | Egg boxes  Loose parts  Shoes (objects to be units of measurement)  Everyday objects for 3D shapes (ball, pringles tube etc)  Paint  Playdough | Sweets/loose parts  Ladybird print outs/butterflies  Aliens  Containers | | Tea party resources/food  Aliens and tissue paper/hole punch circles  Puzzles |
| Understanding the World   * Past and Present * People, Culture and Communities * The Natural World.   History  Geography  RE  Science | | Past and Present:   * Talk about the lives of the people around them and their roles in society * Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class * Understand the past through settings, characters and events encountered in books read in class and storytelling   People, Culture and Communities:   * Understand 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.   The Natural World:   * Explore the natural world around them, making observations and drawing pictures of animals and plants * Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class * Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. | | | | | | |
| Talk about members of their family and their jobs. Talk about jobs in the community.  Explore and order own photos of self from birth to now to look at changes over time.  Explore photographs of, and things from, their families in the past and compare with their own (e.g. cars, clothes, toys, food)- inc. rec.  RE: Who is God and why is this word important to Christians? What other Gods exist in other faiths? | Forage- Look at seasonal growth (what grows in autumn? What is edible?), then into freezing and melting/defrosting (pumpkin soup making).  Explore changes in the weather across the year in their own environment, particularly looking at Autumn and Winter- inc. rec.  Record temperature and rainfall (using hand-made rain gauges) – inc. rec  Use a globe and torch to explore and explain why daylength changes and look at the link to seasons.  RE: Who is Jesus?  Nativity story.  RE: Why do Christians celebrate Christmas? | Explore the past through artefacts, story-telling and acting (video clips)  Explore famous women in history and how they have discovered/invented things which helped shape the way we live today. Focus on Mary Anning and Marie Curie (inc. rec voluntarily)  What is the best material for a…?  RE: Special times (Easter)  RE: Why do Christians celebrate Easter (Salvation story)? Compare Easter to another celebration in a different faith. | Explore various maps including a world map  Explore and compare contrasting places around the world with our local environment (communities, people and nature)- How is life different in…?  Explore the structure and lifecycle of a plant and see that a tree is also a plant. Identify and name a range- inc rec.  Plant seeds and predict/observe changes that take place and sketch/record these- inc. rec.  Explore and compare different continents and look closely at the equator and temperature change. What differences does the temperature make? (animals, transport, geographical features, plant growth, lifestyle)- inc. rec  RE: Belonging (Who am I, what makes me special?)- inc. Y1  RE: Do I belong to a faith? What makes us unique? | Comment on images of familiar situations in the past.  Compare and contrast characters from stories, including figures from the past.  Learn about the Great Fire of London- What caused it (story from the past)? What changes did it make to London as a city? – inc. Rec.  Explore animal structures and diets and classify based on features- inc. rec.  RE: Special stories (multi-cultural).Inc. Y1- focus on Judaism and Jewish customs | | Explore the geographical features of the world around them, starting with immediate school environment and widening to county.  Devise simple maps of areas important to them  Observe and record info about the features and wildlife around them  Know which body parts are responsible.  Become familiar with, and label, the human body- inc. rec for senses.  Devise more detailed maps of our local area, creating and labelling an accurate, 3D landscape model. Decide whether a feature is human or physical, using geographical language to explain thinking.  RE: Special places (multi-cultural) – inc. Y1 |
| Enquiry Skills (working scientifically) | | **Observe**  Use their observations and ideas to suggest answers to questions. | **Observe and measure**  Observe closely, using simple equipment. | **Ask Questions**  Ask simple Qs and recognise that they can be answered in different ways | **Set up enquiry**  Perform simple tests.  **Record**  Gather and record data to help in answering questions. | **Interpret and Report**  Identify and classify. Use appropriate scientific language to communicate ideas. | | **Identify and Classify**  Draw upon information to make comparisons and reach conclusions |
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| Science and **Working Scientifically** | | Seasonal Changes  **Observing closely, using simple equipment**  **Asking simple questions**  **Performing simple tests** | | Everyday Materials  **Identifying and Classifying**  **Performing simple tests and using observations and ideas to answer questions**  **Asking simple questions and recognising they can be answered in different ways** | Plants  **Observing closely, using simple equipment**  **Identifying and Classifying** | Animals inc. Humans  **Performing simple tests and observing closely**  **Identifying and Classifying**  **Gathering and recording data to help in answering questions** | | |
| Technology  Computing | | To engage with age-appropriate software.  Recognise common uses of information technology beyond school  Use technology safely and respectfully and identify who to turn to for help | To explore the use of technology as a means of capturing images.  Use technology purposefully to create, organise, store, manipulate and retrieve digital content | To produce our own videos.  Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions | To use technology as a research tool- inc. Y1 | To explore simple programming  Create and debug simple programs | | To explore programming and simple de-bugging  Use logical reasoning to predict the behaviour of simple programs |
| Torches for dark  reading den.    IWB and iPads (inc. QR codes for audiobooks).  E-safety | Use of iPad as a camera.  Introduce Chatterpix app.  Draw over photos using app and finger (iPad)- inc. Y1  Create digital artwork (IWB)  Open and save a word/PP doc. Find saved doc and create simple friendship poster. | Using the iPads and other recordable devices to tell and/or act out a fantasy story (own or known).  Video record giving instructions to somebody and them following these. Remember to follow exact instructions/be very clear and precise- practical/physical programming. | Using iPads and laptops for research.  Finding google and searching key words.  E-safety | BeeBots  BeeBots and Turtle | | Turtle (J2E)  BeeBots and Turtle |
| Expressive Arts and Design   * Creating with Materials * Being Imaginative and Expressive   Art and Design  Design and Technology | | Creating with Materials:   * Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and functions * Share their creations, explaining the process they have used * Make use of props and materials when role playing characters in narratives and stories.   Being Imaginative and Expressive:   * Invent, adapt and recount narratives and stories with peers and their teacher * Sing a range of well-known nursery rhymes and songs * Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. | | | | | | |
| Develop storylines and narrate their play.  Begin using voice and body to sing nursery rhymes and songs  Experiment with various tools and materials and focus on developing colour.  To creatively explore drawing, painting and collage techniques to develop colour, line and texture techniques  To explore the techniques from, and make links to, artists work | To continue experimenting with materials.  To explore new techniques and tools, focussing on developing function  Design-Make-Evaluate-Technical Knowledge stage objectives  To creatively explore drawing, painting and collage techniques to develop colour, line and space techniques | Re-count and adapt well-known stories and re-enact with peers, using a range of props and materials  Perform songs with others  To refine my cutting and joining skills, using scissors efficiently and choosing effective joining materials  Design-Make-Evaluate-Technical Knowledge stage objectives | Exploring new techniques and focussing on developing form and texture  To use materials creatively to explore form, shape and pattern techniques through sculpture  To refine my drawing skills using abstract materials | Perform dances which move in time with music.  Watch and talk about others’ dance and performances, expressing their feelings and responses.  To explore the techniques from, and make links to, artists work, using mixed-media techniques to creatively investigate texture, painting and collage | | Develop use of design prior to the making process to refine ideas and techniques.  To share creations with others, discussing the making process and the outcome using language of the elements and identifying techniques  Design-Make-Evaluate-Technical Knowledge stage objectives  To use my artistic knowledge to refine my DT project |
| Possible Enhancements/lines of exploration: | | | | | | |
| Art-  Basic mark-making, experimenting with various tools  Naming and using primary colours to explore colour-mixing  Portraits- (drawing/painting/collage)  Artists: Vertumne Arcimboldo (great/past) and David Booth (present)  Landscapes (mixed-media, nature-based, abstract materials) -Bear Hunt story inspired  Artists: Gregory Euclide, Helen Oxenbury – inc. rec | Art and then DT-  Christmas Decorations- design, make, use, evaluate (whole-school projects)   * + Inc. Y1 (DT)   Portraits- (drawing/painting/collage)  Artists: Vertumne Arcimboldo (great/past) and David Booth (present) | DT-  Invention (joining, levers)- will be personal and based on elicitation/chn’s interests from History/science topic- inc. Y1 | Art-  Sculpture/air-dry clay dish (flower/fruit?)  ‘Mud’ artists (multi-cultural art)- inc. Y1 | Art-  Creating mini-beasts using different mediums (inc. transient art).  Mono-printing (flowers/plants/mini-beasts) then exploring collage with prints made  Artist: Polly Castor | | DT-  Junk Modelling- plastic bottle sea creature wind chime/wall hanging- inc. Y1 |
| D and T (joining) | | Basic Level Joins glue stick, PVA glue with a glue brush, PVA glue with a spreader | | Mid-Level Joins masking tape, sticky tape, folding paper and card, elastic bands, sticky tack, a paper clip, a stapler | | High Level Joins hole punch (single and double) split pins, treasury tags, stitching | | |
| Music | | Charanga | Charanga | Charanga | Charanga | Charanga | | Charanga |
| All Y1 and R music | | Use voices expressively and creatively (nursery rhymes)  Body percussion  IWB and nursery rhyme sheets | Explore untuned instruments, expressively and musically  Chants  Untuned instruments:: triangle, drums (bongo, bass, snare), cymbals, tambourine, maracas, agogos, castanets | Explore tuned instruments, expressively and musically  Tuned instruments: boomwhackers, glockenspiel, chimes, guitars, flute, xylophone, timpani drums | Follow and identify steady beats and rhythms.  Listen, with concentration, to a range of music and try to move in time with it. | Experiment with, create, select and combine sounds (work in pairs/in a group) | | Create own instrument (craft) and explain how to use it to others. |
| **Off Site Enrichment** | |  | Church Service? (Christmas) | Church service? (Easter) | Farm visit | Teddy Bears Picnic – Werrington Park? | | Beach Trip |
| **Internal Enrichment** | | Wild Tribe | Wild Tribe  Decorations Day | Services visit e.g. fire, police |  |  | |  |