



Believing, Learning & Sharing Together

Mellor St Mary CE Primary School EYFS and KS1 Curriculum Overview

'For with God nothing shall be impossible.' Luke 1:37

Autumn Term enquiry question: What is Special about the place where I live?



EYFS CYCLE A

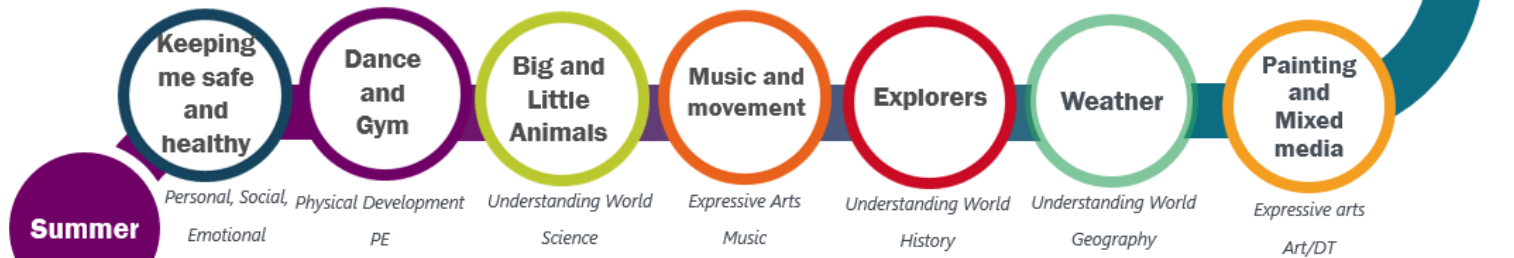
Curriculum Plan

In EYFS prime areas of learning connected to communication, language, literacy, mathematical understanding, physical development and PSE are delivered on a daily basis.

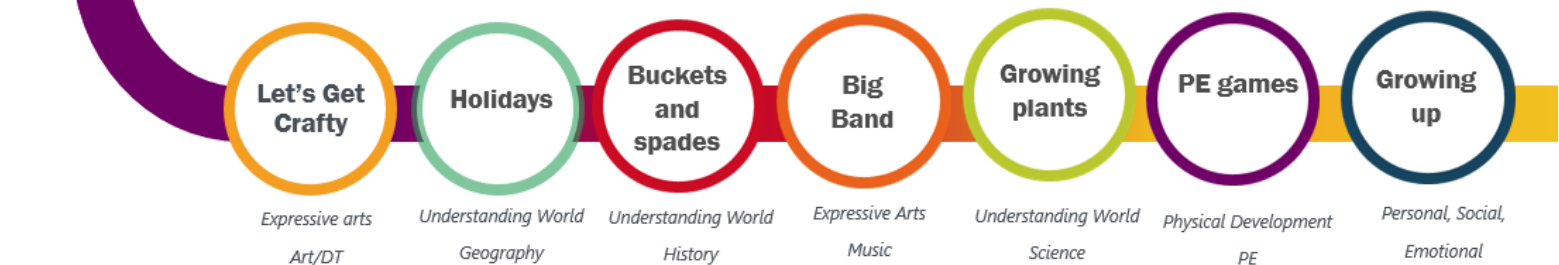
The themes shown on this map are specific area linked, although they are taught in a holistic manner which builds up children's knowledge, understanding and skills over each term, leading to a good level of development at the end of the Foundation year.



Spring Term enquiry question: Why is the weather different across the world?



Summer Term enquiry question: Why do we love to be beside the seaside?



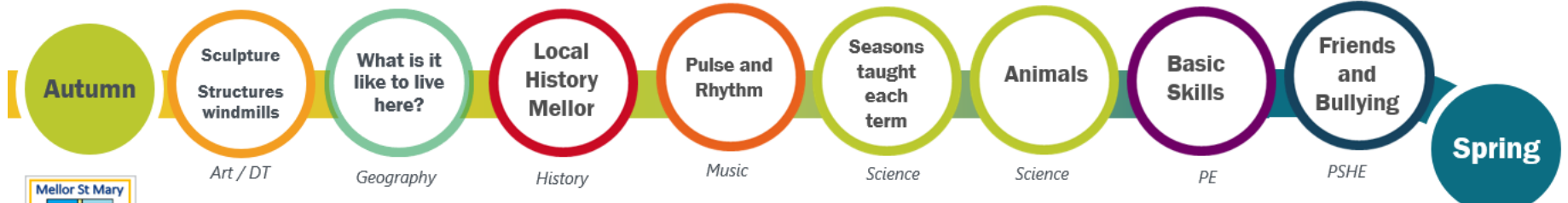


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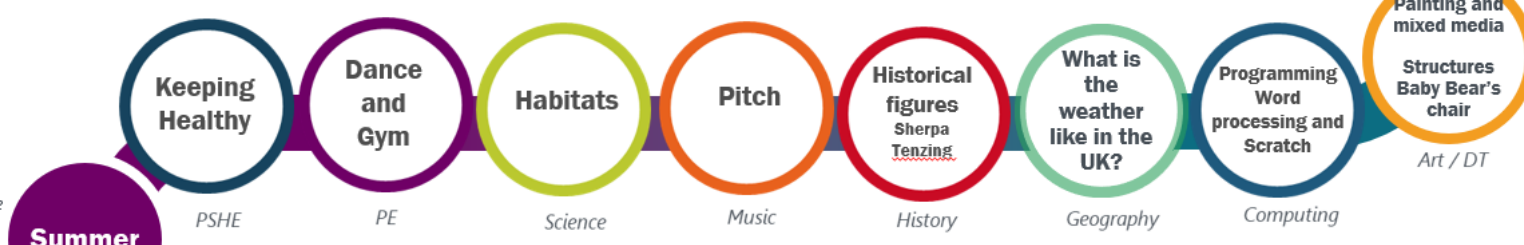


KS1 CYCLE A

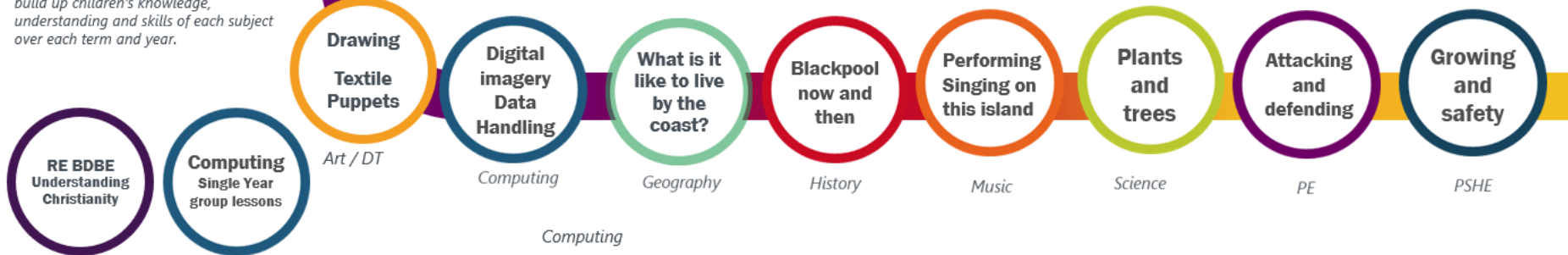
In KS1 some subjects such as Maths, Phonics, Computing, PSHE and RE are delivered in single year groups or weekly basis.

The subjects shown on this map may be delivered in weekly blocks, all of which build up children's knowledge, understanding and skills of each subject over each term and year.

Spring Term enquiry question: Why is the weather different across the world?



Summer Term enquiry question: Why do we love to be beside the seaside?





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Revised January 2025			
5 core learning outcomes for each unit within each subject			
CYCLE A	Autumn	Spring	Summer
EYFS Y1 Y2	<p>What is special about the place where I live?</p> <p>Matthew 7:25 The rain came down, the streams rose, and the winds blew and bear against that house; yet it did not fall, because it had its foundation on the rock.</p>	<p>Why is the weather different across the world?</p> <p>Psalm 115:16 The highest heavens belong to the Lord, but the Earth he has given to mankind.</p>	<p>Why do we love to be beside the seaside?</p> <p>Psalm 93.4 Mightier than the waves of the sea is his love for you.</p>
Special Days, Weeks and Enrichments			
EYFS Y1 Y2	Roald Dahl Day (September) Mental Health Week (October) Remembrance Day (November) Anti bullying Week (November) Inter Faith Week (November) Switch off Fortnight (November) Children in Need Day (November) Save the Children Day (December)	Chinese New Year (January) RSPB Big School Garden Watch Week (January) Online Safety Week (February) British Science Week (March) Fair Trade fortnight (March) Comic Relief/ Sports Relief Day (March)	Mary's Meals Malawi back pack (April) Share a Pencil Day (May) National Numeracy Day (May) World Refugee Day (June) SMSC current global/political themes Environmental activities (June/ July)
EYFS Y1 Y2	Seasonal- Autumn & Winter Planting bulbs, harvesting foods <i>Local area walks</i>	Seasonal – Winter & Spring Sowing seeds Weather stations	Seasonal- Summer STEM week Sport Day



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	<i>Right Start road safety (Y2)</i>	<i>Right Start road safety (Y1) Arty Fact Theatre visiting productions</i>	<i>Right Start road safety (EYFS) Visit to Lytham Fairhaven Lake/ Blackpool seaside days</i>
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EYFS	Understanding the World <p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.</p>		
EYFS	Autumn	Spring	Summer
	Me and my family: <ul style="list-style-type: none"> • They will know that they change as time goes by – a simple understanding of the passing of time. • The children develop a sense of chronology by sequencing events in their own life. • They will know what a timeline is. • They will use and know historical vocabulary linked to 	Explorers: <ul style="list-style-type: none"> • They will know that people had different jobs, clothes, transportation, materials and resources in the past and compared them to today. • The children will develop a sense of chronology by sequencing artefacts, photographs, images, maps. • They will develop their knowledge of a timeline. 	Buckets and spades: <ul style="list-style-type: none"> • They will know that people had different, clothes, food, transportation and materials in the past and compare them to today. • The children develop a sense of chronology by sequencing artefacts, photographs, images from the seaside in the past.



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	<p>the passing of time: now, then, past, old, new, next, soon.</p> <ul style="list-style-type: none"> • They will develop a sense of historical enquiry by asking questions about themselves and family members. • They will know some similarities and differences between items, objects, artefacts, images 	<ul style="list-style-type: none"> • They will use and know historical vocabulary linked to the passing of time: timeline now, then, past, old, new, next, soon, before, after. • They will develop a sense of historical enquiry by asking questions about themselves and family members. • They will know different ways to find out about the past using historical sources. 	<ul style="list-style-type: none"> • They will know and construct a timeline. • They will use and know historical vocabulary linked to the passing of time: timeline now, then, past, old, new, next, soon, before, after, months, years. • They will develop a sense of historical enquiry by asking questions about themselves family members and the world around them. They will know different ways to find out about the past using historical sources.
HISTORY	Autumn	Spring	Summer
Y 1 Y 2	<p>What was Mellor like in the past? 5 core learning outcomes</p> <ul style="list-style-type: none"> • Order images on own timeline. • Identify similarities and differences between ways of life at different times in Mellor and the local area including Blackburn and Preston. • Use a range of sources to collect information about Mellor and 	<p>Who climbed Everest first? 5 core learning outcomes</p> <ul style="list-style-type: none"> • Recall facts about Edmund Hilary and Sherpa Tenzing Norgay lives. • Order facts about Everest explorers according to date. • Discuss what Edmund Hilary Sherpa Tenzing Norgay did and why it is important/significant achievement. 	<p>Why do people like visiting the seaside? 5 core learning outcomes</p> <ul style="list-style-type: none"> • Know when Blackpool became a popular holiday destination. • Compare similarities and differences between Blackpool in Victorian times and today.



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	<p>the changes that have happened over time – building use, land use, population changes and school.</p> <ul style="list-style-type: none"> • Recognise why people did things and why events happened in Mellor over time e.g. new school building. • Know who was important at different times – local significant people e.g. Daniel Thwaites. <p>NC: Changes within living memory – Learn how Mellor has changed over the past 80 years. Ask questions about the past and have a visitor come to school to talk about the past and answer questions about the past. Children look at maps of Mellor now and Mellor in the past, identifying the key changes.</p> <p>NC: events beyond living memory that are significant nationally or globally</p> <ul style="list-style-type: none"> - Learn about Bonfire night and Remembrance Day exploring why we celebrate these in school. 	<ul style="list-style-type: none"> • Compare equipment and resources used for exploration then and now and give explanations for their answers. • Use a range of sources to compare 'celebrity life' then and now. <p>Discuss changes in mountain exploration – then and now equipment, tools etc.</p> <p>NC: life of a significant individual who has contributed to national and international achievements.</p> <p>Children learn about different explorers including Sherpa Tenzing. They learn that he was the first person to climb Everest but he wasn't given the credit. Learn how he comes from a country that is high so they can breath easier on mountains.</p>	<ul style="list-style-type: none"> • Use a range of sources to collect information about Queen Victoria. • Ask questions about artefacts and secondary source images linked to seaside holidays. • Know and talk about how holiday destinations, transport and activities have changed over time. <p>NC: Significant historical events, people, and places in their locality.</p> <ul style="list-style-type: none"> - Children learn about Blackpool in the past. They will explore how it has evolved as a holiday resort and why people used to and still do enjoy visiting there. They will learn about bank holidays in the past and how people used to go to seaside resorts on this day. <p>NC: life of a significant individual who has contributed to national and international achievements.</p>
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	<p>NC: life of a significant individual who has contributed to national and international achievements. Children learn about Walter Tull during Remembrance week. Link this to the PALs joining the army in WW1.</p>		<p>The children will learn about Grace Darling and how she saved the people in her lifeboat.</p>
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	<p>Understanding the World</p> <p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.</p>		
EYFS	Autumn	Spring	Summer
	<p>Where I live?</p> <ul style="list-style-type: none"> • Locational knowledge: The children will know how to observe, find out about and identify features in the place they live and school (Mellor) including the natural world. • Place knowledge: The children will know their own address 	<p>Weather and maps</p> <ul style="list-style-type: none"> • Locational knowledge: The children will know and talk about similarities and difference in weather. They will prediction and forecast the weather and record their findings pictorially. • Place knowledge: The children will know different symbols and vocabulary used to describe 	<p>The seaside</p> <ul style="list-style-type: none"> • Locational knowledge: The children will know and talk about similarities and difference in locations e.g. countryside, seaside, cities. They will draw, record and compare images of different locations around the UK.



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	<p>including house number and town.</p> <ul style="list-style-type: none"> • Human & Physical: The children will know and discuss patterns around them and identify seasonal patterns (linked to science). • Geographical Skills and Fieldwork: The children will have first-hand experience of exploring the local area and then create a maps to reflect the different features they have observed. 	<p>weather conditions: cloudy, raining, overcast, sunny, windy, cold, warm, damp, sleet, snow, frost, icy.</p> <ul style="list-style-type: none"> • Human & Physical: The children will know and identify seasonal patterns (linked to science). • Geographical Skills and Fieldwork: The children will find out and talk about their own experiences of different season/weather types (linked to holidays). They will talk to family members and ask questions about weather in the past (linked to history). 	<ul style="list-style-type: none"> • Place knowledge: The children will know about similarities and differences between themselves and others and among families, communities and traditions around the world. • Human & Physical: The children will know and identify seasonal patterns (linked to science) and describe different natural textures, wood, grass, sand, concrete etc. • Geographical Skills and Fieldwork: The children will talk about the features of their own immediate environment / school and how environments might vary from one another – visit the seaside.
GEOGRAPHY	Autumn	Spring	Summer
Y 1 Y 2	<p>What is it like to live here? NC: Use maps and globes to identify the United Kingdom and its countries.</p>	<p>What is the weather like in the UK? NC: identify seasonal and daily weather patterns in the United Studying countries and cities that make up the UK</p>	<p>What is it like to live at the coast? NC: use basic geographical vocabulary to refer to: key human and physical features, including: hill, river, soil, valley, human features,</p>



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	<p>Label the four countries of the UK. Identify the position of Mellor. Begin to understand their own address. NC: use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</p> <ul style="list-style-type: none">- Explore aerial photographs of Mellor and identify key places on these photographs. <p>NC: Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p> <p>-Children learn key human and physical features terminology. They explore the school grounds to see if they can identify and of these features. This is then followed up with a visit to the trig point on Mellor Moor to look across the landscape to see what other features can be seen.</p>	<p>-Discuss the four seasons and their associated weather. -Consider how we change our behaviour in response to different weather and keep a weather diary or record. - Investigate the UKS' hot and cold places using weather maps and a simple key.</p>	<p>including: city, town, village, factory, farm, house, office, port, and shop</p> <ul style="list-style-type: none">- Children to explore the human and physical features of a seaside resort such as Blackpool.- Name and locate continents and oceans of the world while revisiting countries and cities of the UK and surrounding areas.- Learn about physical features of the Jurassic Coast and how humans have interacted with this over time, including land use, settlements and tourism.- Compare Jurassic Coast to local coast line <p>NC: use aerial photographs and plan perspectives to recognise landmarks</p> <ul style="list-style-type: none">- Children explore aerial photographs and plan perspectives of Blackpool identifying key landmarks.
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EYFS	<p style="text-align: center;">Understanding the World</p> <p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.</p>		
EYFS	Autumn	Spring	Summer
Teach Computing	<p>Children will know how to operate simple classroom technology with support including: tablets, interactive whiteboard, recording equipment, cameras.</p> <p>Online safety (linked to PSHE):</p> <ul style="list-style-type: none"> Children know their own passcodes to school based online learning platforms and understand the importance of not sharing these codes or personal details online. 	<p>Children will know how to operate simple classroom technology with support including: tablets, interactive whiteboard, recording equipment, cameras.</p> <p>Online safety (linked to PSHE):</p> <ul style="list-style-type: none"> Children know how to identify inappropriate online behaviours by others and how to report this. 	<p>Children will know how to operate a computer mouse using one hand and basic key board skills to login, print, and complete a set task e.g. paint a picture, type their name.</p> <p>Online safety (linked to PSHE):</p> <ul style="list-style-type: none"> Children know how to stay safe and understand the risks when using technology. Children know how to identify inappropriate online behaviours by others and how to report this.
COMPUTING	Autumn	Spring	Summer
Teach Computing Y 1 Y 2	<p>Y1 Digital Painting and Technology Around Us</p> <p>Learning how to login and navigate around a computer; developing mouse</p>	<p>Y1 Pictograms and Robot Algorithms</p> <p>Learning what data is and the different ways it can be represented.</p>	<p>Y1 Digital Writing and Program Animation</p> <p>Learning how to operate a word program e.g. Microsoft Office 365</p>



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	<p>skills; learning how to drag, drop, click and control a cursor to create works of art</p> <p>NC: Recognise common uses of information technology beyond school.</p> <p>NC: Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> <p>Y2 IT Around Us and Digital Photography Developing their understanding and use of technology to aid everyday life, including login, shut down, save, retrieve, copy, paste and navigate around a computer; developing mouse skills; learning how to drag, drop, click and control a digital camera and create photographic pieces. Taking and editing photos, searching for and adding images to a project</p> <p>NC: Recognise common uses of information technology beyond school.</p> <p>NC: Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p>	<p>Learning why data is useful and the ways it can be gathered and recorded.</p> <p>NC: Recognise common uses of information technology beyond school.</p> <p>Y2 Moving a Robot and Grouping Data Introducing programming through the use of a Bee-Bot and other coding objects, exploring its functions and design a code for a purpose. Algorithms, decomposition and debugging are made relatable to familiar contexts, following directions, learning why instructions need to be specific</p> <p>NC: understand what algorithms are, how they are implemented as programs on digital devices and that programs execute by following precise and unambiguous instructions</p> <p>NC: Use logical reasoning to predict the behaviour of simple programs.</p>	<p>using key features including font, size, colour and keyboard skills. Developing keyboard and mouse skills through designing, building and testing.</p> <p>NC: Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> <p>Y2 Digital Music and Program Quizzes Learning how to compose and create music using music programmes e.g. garage band, by creating repeated sounds using different instruments and repeating sequences. Learning how to follow a simple data chain/ data base to answer questions.</p> <p>NC: understand what algorithms are, how they are implemented as programs on digital devices and that programs execute by following precise and unambiguous instructions</p>
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EYFS	Autumn	Spring	Summer
PLAN	<p>Falling leaves</p> <ul style="list-style-type: none"> • Explore the natural world around them. • Describe what they see, hear and feel whilst outside. • Understand the effect of changing seasons on the natural world around them. • Classification: The children will know which clothes are suitable for each season. • Observing over time: They will observe changes e.g. How does a tree change over time? How does a snowman change as it melts? How does the natural world change with the seasons? 	<p>Big and little animals</p> <ul style="list-style-type: none"> • Recognise some environments that are different to the one in which they live • Classification: The children will sort animals according to where they live. • Research using secondary sources: They will know animals are located in different habitats and know how to care for them. • They will learn about animals in a different habitat. • Key vocabulary: names of animals, insect, minibeasts, live, on land, in water, jungle, desert, sea, hot, cold, wet, dry, 	<p>Growing plant</p> <ul style="list-style-type: none"> • Draw information from a simple map. • 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. • Classification: The children will name and describe plants and animals they find in the school grounds / home garden. • Pattern seeking: The children will investigate where they



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	<ul style="list-style-type: none"> • Researching using secondary sources: They will find out about how animals behave in different seasons and know about the weather and seasons. (linked to Geography) • Key vocabulary: spring, summer, autumn, winter, seasons, sunny, cloudy, hot, warm, cold, shower, raining, storm, thunder, lightning, hail, sleet, snow, icy, frost, puddles, windy, rainbow, animals, young, plants, flowers hibernate, migrate, snowflake 	<p>snow, ice environment, ocean, camouflage</p>	<p>will find minibeasts in different areas of the school grounds / home garden.</p> <ul style="list-style-type: none"> • Identify plants in different areas of the school grounds / home garden. • Know what a plant need to grow and how to care for it in school grounds/ home. • The children will use scientific equipment to make observations and collect specimens and data. • Key vocabulary: plant, tree, bush, flower, vegetable, herb, weed, animal, names of plants and animals they see, name of a contrasting environment e.g. beach, forest, camouflage
SCIENCE	Autumn	Spring	Summer
Plymouth Science Y 1 Y 2	<p>Why do the seasons change? 5 core learning outcomes (Y1 animals/seasons)</p> <ol style="list-style-type: none"> 1. Identify and name a variety of common animals including fish, 	<p>Where do animals live and what do they eat? Spring 1 – 5 core learning outcomes (Y2 Animals)</p>	<p>What are the parts of a plant and tree? 5 core learning outcomes (Y1 Plants)</p> <ol style="list-style-type: none"> 1. Name trees and other plants that they see regularly



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	<p>amphibians, reptiles, birds and mammals.</p> <ol style="list-style-type: none"> Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals), including pets identify and name a variety of common animals that are carnivores, herbivores and omnivores Know what a season is Identify key features of Autumn <p>NC: observe changes across the 4 seasons NC: Observe and describe weather associated with the season and how day length varies</p> <p>Children learn about the 4 seasons and begin to observe the changes in Autumn. They observe that the nights get longer and the leaves begin to fall off the trees. They observe that the weather begins to change through the use of weather</p>	<ol style="list-style-type: none"> Notice that animals, including humans, have offspring which grow into adults. Find out about and describe the basic needs of animals, including humans, for survival (water, food and air). Explore and compare the differences between things that are living, dead, and things that have never been alive Identify and observe key features of Winter <p>Spring 2 (Y2 Habitats)</p> <ol style="list-style-type: none"> Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other (Y2) Identify and name a variety of plants and animals in their 	<ol style="list-style-type: none"> Describe some of the key features of these trees and plants e.g. the shape of the leaves, the colour of the flower/blossom Point out trees which lost their leaves and those that kept them the whole year Point to and name the parts of a plant, recognising that they are not always the same e.g. leaves and stems may not be green Identify and observe key features of Winter <p>NC: identify and name a variety of common wild and garden plants, including deciduous and evergreen trees identify and describe the basic structure of a variety of common flowering plants, including trees.</p> <p>Children learn about different types of plant. They investigate what's inside a plant by dissecting various</p>
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	<p>charts. Children learn why the weather changes and why leaves begin to fall.</p>	<p>habitats, including micro-habitats (Y2)</p> <ol style="list-style-type: none">3. Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food (Y2)4. Identify and observe key features of Spring <p>NC: Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic need of different kinds of animals and plants and how they depend on each other. Children explore the different habitats that may be found in Mellor and around the world. They learn what a habitat is and what an animal needs to survive. Children to create a habitat diorama of a habitat of their choice.</p> <p>NC: Identify and name a variety of plants and animals in their habitats, including micro-habitats.</p>	<p>plants and flowers. Children learn about different types of trees. They go on a investigation to match the leaves to the tree. Children observe and draw the basic structure of a plant.</p>
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		<p>Children explore different habitats and the plants and animals that are found there.</p> <p>NC: Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. Children learn about predators and prey. They learn how animals hunt to survive and if one animal in the food chain wasn't there how it would all fail.</p>	
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EYFS	<p>Expressive Arts</p> <p>The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p>		
EYFS	Autumn	Spring	Summer
Kapow	<p>Mark Making – Marvellous Marks Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p>	<p>Painting and mixed media – Paint my world Develop colour mixing techniques to enable them to match the colours they seen and want to represent</p>	<p>Craft and Design – Let's Get Crafty Use a variety of materials to construct with, discuss what they want to make and what problems they might face as well as solutions.</p>



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	Return to and build on their previous learning, refining ideas and developing their ability to represent them.	Have opportunities to work together to develop and realise creative ideas. Create collaboratively, sharing ideas, resources and skills.	Help them to reflect on their original aim. Model different joining techniques and how to use different joining resources and tools.
ART	Autumn	Spring	Summer
Kapow Y 1 Y 2	Craft and Design : Y1 Woven wonders 5 core outcomes <ol style="list-style-type: none"> 1. Give an opinion about whether an activity counts as 'art'. 2. Independently choose and measure lengths of wool and join wool sections together. 3. Show that they are selecting colours thoughtfully. Show that they are choosing materials based on colour, thickness and flexibility. 4. Join in with looking for key features of Cecilia Vicuña's work (knots, plaits, weaving etc). 5. Weave with paper, achieving a mostly accurate pattern of alternating strips. 	Painting and mixed media : Y2 Life in colour 5 core outcomes <ol style="list-style-type: none"> 1. Name the primary and secondary colours. 2. Talk about the colour changes they notice and make predictions about what will happen when two colours mix. 3. Show they can identify different textures in a collaged artwork. 4. Try different arrangements of materials, including overlapping shapes. 5. Give likes and dislikes about their work and others'. 	Drawing : Y2 Tell a story 5 core outcomes <ol style="list-style-type: none"> 1. Describe and then draw shapes that make up an object. 2. Use good observational skills to add details to their drawing. 3. Use an interesting range of marks that show an understanding of how to draw different textures. 4. Develop sketches into a character, with some support, adding details to enhance their character. <p>Demonstrate an understanding of how drawing facial features in different ways conveys expressions.</p>

EYFS	<p style="text-align: center;">Expressive Arts</p> <p>The development of children's artistic and cultural awareness supports their imagination and creativity.</p>
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'For with God nothing shall be impossible.' Luke 1:37

	<p>It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p> <p style="text-align: center;">How can we explore music?</p> <p style="text-align: center;">Explore different sounds of instruments, both commercial and home-made. Begin to build a repertoire of songs and dances. Tap out simple repeated rhythms.</p> <p>Listen to a variety of music styles and also a variety of instruments. Play games using auditory discrimination, linking with Phase 1 Phonics. Use tuned (glockenspiels) and untuned instruments to accompany and make music. Find the pulse of the music.</p>		
EYFS	Autumn	Spring	Summer
Kapow	<p>Inter related dimensions of music: Exploring Sound</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p>	<p>Performing: Music and movement</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody</p>	<p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody</p>
MUSIC	Autumn	Spring	Summer
Kapow Y 1 Y 2	<p>Kapow: Inter related dimensions of music Keeping the Pulse (Y1)</p> <p>Pupils who are secure will be able to:</p> <ol style="list-style-type: none"> Clap the rhythm of their name. 	<p>Kapow: Inter related dimensions of music Pitch Superheroes (Y1)</p> <p>Pupils who are secure will be able to:</p> <ol style="list-style-type: none"> Explain what pitch means. 	<p>Kapow: Performing Singing on this island (Y2)</p> <p>Pupils who are secure will be able to:</p>



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	<ol style="list-style-type: none"> 2. Clap in time to music. 3. Sing the overall shape of a melody. 4. Play on the pulse and play in time to music. 5. Copy and create rhythms based on word patterns. <p>The children will also experience music through an external music teacher.</p> <p>NC: Use voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>Play tuned and untuned instruments musically.</p> <p>Listen with concentration and understanding to a range of high quality live and recorded music.</p> <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>	<ol style="list-style-type: none"> 2. Identify whether a note is higher or lower. 3. Create a pattern using two pitches, then play or sing it whilst contributing to a group composition and performance by creating, selecting, combining and performing sounds. 4. Explain what tempo means. 5. Identify simple tempo changes in music and perform a pattern that gradually gets faster (accelerando). <p>The children will also experience music through an external music teacher.</p> <p>NC: Use voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>Play tuned and untuned instruments musically.</p> <p>Listen with concentration and understanding to a range of high quality live and recorded music.</p> <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>	<ol style="list-style-type: none"> 1. Sing, play and follow instructions to perform as a group. 2. Describe music using simple musical vocabulary and describe how they have adapted a sound using musical vocabulary. 3. Explore multiple ways of making the same sound and represent the same sound in different ways. 4. Contribute musically to a final performance. 5. Create a piece that clearly represents a particular environment then extend a piece of music so that it represents three distinct environments. <p>The children will also experience music through an external music teacher.</p> <p>NC: Use voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>Play tuned and untuned instruments musically.</p>
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			<p>Listen with concentration and understanding to a range of high quality live and recorded music. Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>
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EYFS	<p style="text-align: center;">Expressive Arts</p> <p>The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p>		
EYFS	Autumn	Spring	Summer
Kapow	<ul style="list-style-type: none"> Children will 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; 	<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. Be inspired by the work of others. 	<ul style="list-style-type: none"> Provide opportunities to work together to develop and realise creative ideas. Use a variety of materials to construct with, discuss what they want to make and what problems they might face as well as solutions. Help them to reflect on their original aim.



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	<ul style="list-style-type: none"> Make use of props and materials when role playing characters in narrative s and stories. 	<ul style="list-style-type: none"> Notice features in the natural world. 	<ul style="list-style-type: none"> Model different joining techniques and how to use different joining resources and tools.
DT	Autumn	Spring	Summer
Kapow Y 1 Y 2	<p><i>Kapow Structures: Constructing a windmill</i></p> <p>5 core outcomes</p> <ol style="list-style-type: none"> Follow design criteria to meet the needs of a user. Make a stable structure. Make functioning sails/blades that attach to the supporting structure. Improve their windmill. <p>- Designing, decorating and building a windmill for their mouse client to live in, developing an understanding of different types of windmill, how they work and their key features.</p> <p>N.C. When designing and making, pupils should be taught to:</p> <ul style="list-style-type: none"> Design purposeful, functional, appealing products for 	<p>Kapow Structures: Baby bear's chair</p> <p>5 core outcomes</p> <ol style="list-style-type: none"> Identify man-made and natural structures. Identify stable and unstable structural shapes. Work independently to make a stable structure, following a demonstration. Produce a model that supports a teddy, using the appropriate materials and construction techniques. Explain how they made their model strong, stiff and stable. <p>- Using the tale of Goldilocks and the Three Bears as inspiration, children help Baby Bear by making him a brand new chair. When designing the chair, they consider his needs and what he</p>	<p>Kapow Textiles: Puppets</p> <p>5 core outcomes</p> <ol style="list-style-type: none"> Join fabrics together using pins, staples or glue. Design a puppet and use a template. Join their two puppets' faces together as one. Decorate a puppet to match their design. <p>- Exploring different ways of joining fabrics before creating their own hand puppets based upon characters from a well-known fairytale. Children work to develop their technical skills of cutting, gluing, stapling and pinning.</p>



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	<p>themselves and other users based on design criteria</p> <ul style="list-style-type: none"> • generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology • Make select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] • select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics • Evaluate explore and evaluate a range of existing products • evaluate their ideas and products against design criteria Technical knowledge • build structures, exploring how they can be made stronger, stiffer and more stable 	<p>likes and explore ways of building it so that it is strong.</p> <p>N.C. When designing and making, pupils should be taught to:</p> <ul style="list-style-type: none"> • Design purposeful, functional, appealing products for themselves and other users based on design criteria • generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology • Make select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] • select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics • Evaluate explore and evaluate a range of existing products • evaluate their ideas and products against design criteria Technical knowledge 	<p>N.C. When designing and making, pupils should be taught to:</p> <ul style="list-style-type: none"> • Design purposeful, functional, appealing products for themselves and other users based on design criteria • generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology • Make select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] • select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics • Evaluate explore and evaluate a range of existing products • evaluate their ideas and products against design criteria Technical knowledge • build structures, exploring how they can be made stronger, stiffer and more stable
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	<ul style="list-style-type: none"> • explore and use mechanisms [for example, wheels and axles], in their products. 	<ul style="list-style-type: none"> • build structures, exploring how they can be made stronger, stiffer and more stable • explore and use mechanisms [for example, wheels and axles], in their products. 	<ul style="list-style-type: none"> • explore and use mechanisms [for example, wheels and axles], in their products.
			<i>Food: Fruit and Vegetables</i>

EYFS	Personal, Social and Emotional Development		
	<p>Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive 9 relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.</p>		
RE	Autumn	Spring	Summer
Questful R.E. EYFS Y 1 Y 2	Why am I special? (EYFS 1 - I am Special) Talk about God as Heavenly Father and that He makes each one of us different and special. He knows and loves us. This is an opportunity for children to explore all about themselves,	How was Jesus a friend to everyone? (Y2: 3 Jesus) Enjoy the stories of Jesus' miracles and increase the children's awareness that Jesus was an extraordinary person who welcomed everyone as a friend.	What happened at the Creation? (Y1:2 Creation) Children will have the opportunity to develop their perceptions and understanding of God. They will become familiar with the story of Creation in Genesis.



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	<p>their likes, dislikes, physical features, abilities etc. We will talk about emotions and the experiences related to them.</p> <p>How can we help other people in the world? (Y1:1 Harvest) Harvest – celebration and the Bishop of Blackburn’s Appeal.</p> <p>Why did the different people go to Bethlehem? (Y2:7 Christmas) Christmas – understand the events of the Christmas story. Learn about how the different characters arrived at Jesus’ birth and the roles they had.</p>	<p>How is Easter connected with new life and changes? (Y1:5 Easter) The children will have an opportunity to reflect on the miracles of nature and new life during springtime. They will hear and be able to retell the Easter Story. They will make links between the transformation of plants and animals and the Easter Story in order to develop an understanding of the resurrection.</p>	<p>They will have the opportunity for reflection on feelings of awe, wonder, delight and mystery in relation to the natural world.</p> <p>What was Jesus’ world like compared to ours? (Y1:9 My World, Jesus’ World) The children will explore what life was like when Jesus was alive on Earth. They will come to an understanding that Jesus lived a long time ago and that the world we live in is very different to Jesus’ world of over 2000 years ago, looking at such aspects as housing, schools, food and transport.</p>
Christian Distinctiveness – Understanding Christianity			
	<p>Generosity Harvest – God and Creation Wisdom Incarnation Christmas – hope, peace, joy and love</p>	<p>Thankfulness - for gifts and for Jesus as a gift to us Gospel– The teaching of Jesus Easter – Salvation</p>	<p>Love- Kingdom of God People of God Ascension and Pentecost - Gospel</p>

EYFS	<p>Personal, Social and Emotional Development</p> <p>Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important</p>
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	<p>attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.</p>		
EYFS	Autumn	Spring	Summer
	<p>Getting to know me <i>1Decision Themes covered:</i></p> <ul style="list-style-type: none"> • Relationships • Feeling and emotions • Being responsible <p>Children will know-</p> <ul style="list-style-type: none"> • what the word relationship means. • how to make friends with others • how to recognise when they feel lonely and what they could do about it • how people behave when they are being friendly and what makes a good friend • how to resolve arguments that can occur in friendships 	<p>Keeping me safe <i>1Decision Themes covered:</i></p> <ul style="list-style-type: none"> • Keeping/staying healthy • Computer and online safety <p>Children will know -</p> <ul style="list-style-type: none"> • what the word safe means. • what being healthy means and who helps them to stay healthy (e.g. parent, dentist, doctor) • how medicines (including vaccinations and immunisations) can help people stay healthy and that some people need to take medicines every day to stay healthy • why hygiene is important and how simple hygiene routines can stop germs from being passed on – hand washing 	<p>Growing up: <i>1Decision Themes covered:</i></p> <ul style="list-style-type: none"> • Transition and change • Our World <p>Children will know -</p> <ul style="list-style-type: none"> • what the term growing up means. • that their bodies, minds and emotions will change as they grow. (linked to science) • that different things help their bodies to be healthy, including food and drink, physical activity, sleep and rest • that eating and drinking too much sugar can affect their health, including dental health.



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	<ul style="list-style-type: none"> • how to ask for help if a friendship is making them unhappy <p>They will know:</p> <ul style="list-style-type: none"> • what the word bullying means. • how words and actions can affect how people feel • how to ask for and give/not give permission regarding physical contact and how to respond if physical contact makes them feel uncomfortable or unsafe. • why name-calling, hurtful teasing, bullying and deliberately excluding others is unacceptable and how to respond if this happens in different situations. • how to ask for help if a friendship is making them unhappy. 	<ul style="list-style-type: none"> • what they can do to take care of themselves on a daily basis, e.g. brushing teeth and h hair, washing their face and hair, hands etc. 	<ul style="list-style-type: none"> • how to be physically active and how much rest and sleep they should have every day. <p>They will know:</p> <ul style="list-style-type: none"> • how to recognise, name and describe a range of feelings and what helps them to feel good, or better if not feeling good • how different things/times/experiences can bring about different feelings for different people (including loss, change and bereavement or moving on to a new class/year group)
<p>PSHE / Relationship Education</p>	<p>Autumn</p>	<p>Spring</p>	<p>Summer</p>



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<p>PSHE Association Y1 Y2</p>	<p>Y1 Relationships: What is the same and different about me? Children will learn -</p> <ul style="list-style-type: none"> • What they like/dislike and are good at • What makes them special and how everyone has different strengths • How their personal features or qualities are unique to them • How they are similar or different to others and what they have in common • To use the correct names for the main parts of the body, including external genitalia; and that parts of bodies covered with underwear are private <p>Relationships: Who is special to us? Children will learn:</p> <ul style="list-style-type: none"> • That family is one of the groups they belong to, as 	<p>Y1 Health and wellbeing What helps us to keep healthy? Children will know -</p> <ul style="list-style-type: none"> • What being healthy means and who helps them to stay healthy (e.g. parent, dentist, doctor) • That things people put into or onto their bodies can affect how they feel • How medicines (including vaccinations and immunisations) can help people stay healthy and that some people need to take medicines every day to stay healthy • Why hygiene is important and how simple hygiene routines can stop germs from being passed on – hand washing • What they can do to take care of themselves on a daily basis, e.g. brushing teeth and hair, washing their face and hair, hands etc. <p>Living in the wider world What can we do with money? Children will know -</p>	<p>Y1 Health and wellbeing Who helps us to keep safe? Children will learn -</p> <ul style="list-style-type: none"> • That people have different roles in the community to help them (and others) keep safe – the jobs they do and how they help people • Who can help them in different places and situations; what to say • How to respond safely to adults they don't know • What to do if they feel unsafe or worried for themselves or others; and the importance of keeping on asking for support until they are heard • How to get help if there is an accident and someone is hurt, including how to dial 999 in an emergency and what to say <p>Living in the wider world How can we look after each other and the world? Children will learn:</p>
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	<p>well as, for example, school friends, clubs</p> <ul style="list-style-type: none"> • About the different people in their family/those that love and care for them • What their family members, or people that are special to them, do to make them feel loved and cared for • How families are all different but share common features – what is the same and different about them • About different features of family life, including what families do/enjoy together • That it is important to tell someone (such as their teacher) if something about their family makes them feel unhappy or worried <p>Y2 What makes a good friend? Relationships - Children will know-</p> <ul style="list-style-type: none"> • how to make friends with others 	<ul style="list-style-type: none"> • What money is – that money comes in different forms • How money is obtained (e.g. earned, won, borrowed, gifted/presents) • How people make choices about what to do with money, including spending and saving • The difference between needs and wants – that people may not always be able to have the things they want • How to keep money safe and the different ways of doing this <p>Y2 Living in the wider world What jobs do people do? Children will learn -</p> <ul style="list-style-type: none"> • How jobs help people earn money to pay for things they need and want • About a range of different jobs, including those done by people they know or people who work in their community • How people have different strengths and interests that enable them to do different jobs 	<ul style="list-style-type: none"> • How kind and unkind behaviour can affect others; how to be polite and courteous; how to play and work co-operatively • The responsibilities they have in and out of the classroom • How people and animals need to be looked after and cared for • What can harm the local and global environment; how they and others can help care for it • How people grow and change and how people's needs change as they grow from young to old • How to manage change when moving to a new class/year group <p>Y2 Health and wellbeing What can help us grow and stay healthy? Children will know that -</p> <ul style="list-style-type: none"> • that different things help their bodies to be healthy, including
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	<ul style="list-style-type: none"> • how to recognise when they feel lonely and what they could do about it • how people behave when they are being friendly and what makes a good friend • how to resolve arguments that can occur in friendships • how to ask for help if a friendship is making them unhappy <p>What is bullying? Children will know –</p> <ul style="list-style-type: none"> • how words and actions can affect how people feel • how to ask for and give/not give permission regarding physical contact and how to respond if physical contact makes them feel uncomfortable or unsafe • why name-calling, hurtful teasing, bullying and deliberately excluding others is unacceptable 	<ul style="list-style-type: none"> • How people use the internet and digital devices in their jobs and everyday life <p>Health and wellbeing What helps us to stay safe? Children will learn -</p> <ul style="list-style-type: none"> • How rules and restrictions help them to keep safe (e.g. basic road, fire, cycle, water safety; in relation to medicines/household products and online) • How to identify risky and potentially unsafe situations (in familiar and unfamiliar environments, including online) and take steps to avoid or remove themselves from them • How to resist pressure to do something that makes them feel unsafe or uncomfortable, including keeping secrets • How not everything they see online is true or trustworthy and that people can pretend to be someone they are not • How to tell a trusted adult if they are worried for themselves or 	<p>food and drink, physical activity, sleep and rest</p> <ul style="list-style-type: none"> • that eating and drinking too much sugar can affect their health, including dental health • how to be physically active and how much rest and sleep they should have every day • that there are different ways to play; how to know when to take a break from screen-time • How sunshine helps bodies to grow and how to keep safe and well in the sun <p>How do we recognise our feelings? Children will learn -</p> <ul style="list-style-type: none"> • how to recognise, name and describe a range of feelings • what helps them to feel good, or better if not feeling good • how different things/times/experiences can bring about different feelings for different people (including loss, change and bereavement or moving on to a new class/year group)
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	<ul style="list-style-type: none"> • how to respond if this happens in different situations <p>how to report bullying or other hurtful behaviour, including online, to a trusted adult and the importance of doing so</p>	<p>others, worried that something is unsafe or if they come across something that scares or concerns them</p>	<ul style="list-style-type: none"> • how feelings can affect people in their bodies and their behaviour • ways to manage big feelings and the importance of sharing their feelings with someone they trust • how to recognise when they might need help with feelings and how to ask for help when they need it
SMSC including Fundamental British Values			
	<p>Spiritual and Moral Concern for others and reflecting on the consequences of our actions. (Mutual respect) Sense of self – who am I and what can I do? (individual Liberty)</p> <p>Minorities and Majorities – having a sense of belonging. (Respect and tolerance of others)</p>	<p>Social and Cultural How am I a global citizen? – responsibilities and rights of being members of families and communities around the world. (Individual Liberty, Rule of Law)</p> <p>Sharing cultural differences – Interested in others' ways of doing things. (Mutual Respect, Respect and tolerance of others)</p>	<p>Spiritual and Social Unique potential – what is special about our world? Working with other for a common good and willing to participate in helping community projects. (Democracy)</p>



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EYFS	Physical Development		
<p>Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.</p>			
EYFS	Autumn	Spring	Summer
	<p>Revise and refine the fundamental movement skills they have already acquired: Rolling, crawling, walking, jumping, running, hopping, skipping, climbing</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p>	<p>Refine a develop a more fluent style of moving with developing grace and control.</p> <p>Combine different movements with ease and fluency.</p> <p>Develop overall body strength, coordination, balance, and agility</p>	<p>Develop overall body strength, coordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p> <p>Develop and refine a range of ball skills, throwing, kicking, catching, passing, batting and aiming.</p>
PE	Autumn	Spring	Summer
Y1 Y2	<p>NC: Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility Y1 Y2 and co-ordination, and begin to apply these in a range of activities.</p>	<p>NC: Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p>	<p>NC: Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p>



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	<p>Perform dances using simple movement patterns. Throwing skills – small-sided team activities, focussing on aiming at targets, e.g. hoops. Dance and gymnastics including dance for Christmas production.</p>	<p>Perform dances using simple movement patterns.</p>	<p>PE1/1.1b participate in team games, developing simple tactics for attacking and defending</p>
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EYFS	<p>Mathematics</p> <p>Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.</p>		
EYFS	Autumn	Spring	Summer
	<p>Children will:</p> <ul style="list-style-type: none"> • know the key times of the day, class routines • match and sort objects • compare amounts • know one more and less • represent numbers to 5 • compare 1,2 & 3 	<p>Children will:</p> <ul style="list-style-type: none"> • know the value of 0 (zero) • compare numbers to 5 • know the composition of 4&5 • make pairs, • combine 2 groups • focus on numbers 6,7,8, 9, 10 • recognise length, height and time 	<p>Children will:</p> <ul style="list-style-type: none"> • build numbers beyond 10 • count patterns beyond 10 • know how to add more • know how to take away • recognise and use doubling • share and group



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	<ul style="list-style-type: none"> • know the composition of 1,2 & 3 • compare size, mass and capacity • explore patterns and identify circles and triangles and shapes with 4 sides • know and use positional language • know vocabulary associated with time. 	<ul style="list-style-type: none"> • compare numbers to 10 • know number bonds to 10 • recognise and create patterns • recognise properties of 3d shapes 	<ul style="list-style-type: none"> • recognise odd and even numbers • deepen their understanding of patterns and relationships • match, rotate and manipulate shapes • compose and decompose shapes • visualise and build 3D shapes • use mapping.
MATHS	Autumn	Spring	Summer
Y1	<p>The children will:</p> <ul style="list-style-type: none"> • know place value within 10 • additional and subtraction within 10 • understand geometry using 2D and 3D shapes • understand place value within 20. 	<p>The children will:</p> <ul style="list-style-type: none"> • know place value within 50 • additional and subtraction within 20 • know how to measure length and height • know how to measure mass, weight and volume 	<p>The children will:</p> <ul style="list-style-type: none"> • multiplication and division facts within 10 • recognise simple fractions – half and quarter • understand and use position and direction vocabulary • recognise and know different monetary values using coins and notes • recognise units of time
Y2	<p>The children will:</p> <ul style="list-style-type: none"> • know place value within 20 • understand place value within 50. 	<p>The children will:</p> <ul style="list-style-type: none"> • know and use multiplication and division symbols • know how to make doubles • know their 2 x 5 x 10x tables 	<p>The children will:</p> <ul style="list-style-type: none"> • know how to compare length and height using standard units.



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	<ul style="list-style-type: none"> • understand place value within 100 • additional and subtraction using 1's 10's and 2 digit numbers • know number bonds to 100 • know how to count, compare and find the total and subtract using money. • Know how to make equal groups and arrays 	<ul style="list-style-type: none"> • know how to make equal groups • divide by 2, 5, 10 • make and interpret tally charts, pictograms and block diagrams • recognise 2D and 3D shapes and their properties. • Recognise half, quarter, third, equivalent fractions and non unit fractions. 	<ul style="list-style-type: none"> • describe positions, movements, turns • know how to tell the time using the hour, half past, quarter past and to. • tell the time in 5 min intervals • find the duration of time. • Know what weight and mass is and use standard units to measure mass • Know what capacity is and use standard units to measure capacity. • Understand and read temperature scales.
<p>White Rose Maths Mastery used for daily discrete maths lessons Additional opportunities for contextual learning and using and applying mathematics linked to the themes.</p>			

EYFS	<p style="text-align: center;">Communication and Language</p> <p>The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.</p>
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	Literacy		
	<p>It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).</p>		
ENGLISH	Autumn	Spring	Summer
EYFS	<p>Early Reading - Narrative Traditional Tales, Nursery Rhymes and Songs. Phonics phase 1 ,2 Early Writing – pencil control and letter formation Encouraging children to read and write, both through listening to others reading, and being encouraged to begin to read and write themselves.</p> <p>Reading: children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when</p>	<p>Early Reading - Non fiction Phonics phase 2,3 Early Writing – simple sentence construction Encouraging children to read and write, both through listening to others reading, and being encouraged to begin to read and write themselves.</p> <p>Reading: children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.</p>	<p>Early Reading - Poetry, Narrative Phonics phase 3, 4 Early Writing – writing for a purpose and audience Encouraging children to read and write, both through listening to others reading, and being encouraged to begin to read and write themselves.</p> <p>Reading: children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.</p>



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	<p>talking with others about what they have read.</p> <p>Writing: children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p> <p>Texts:</p> <ul style="list-style-type: none"> • <i>Where the Wild things are by Maurice Sendak.</i> • <i>Anansi by Gerald McDermott</i> • <i>I am Henry Finch by Alexis Deacon</i> • <i>Look up! Bu Nathan Bryon & Dapo Adeola</i> • <i>Halibut Jackson by David Lucas</i> 	<p>Writing: children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p> <p>Texts:</p> <ul style="list-style-type: none"> • <i>The magic paintbrush by Julia Donaldson and Joel Stewart</i> • <i>Little Red by Lynn Roberts and David Roberts</i> • <i>The tiny seed by Eric Carle</i> • <i>I will not ever eat a tomato by Lauren Child</i> 	<p>Writing: children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p> <p>Texts:</p> <ul style="list-style-type: none"> • <i>Willy the wimp by Anthony Browns</i> • <i>Hairy Maclary from Donaldson's diary by Lynley Dodd</i> • <i>So much by Trish Cooke and Helen Oakenbury</i> • <i>Oi! Frog by Kes Gray and Jim Field.</i>
ENGLISH	Autumn	Spring	Summer



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NC: - Listen to and discuss a range of texts at a level beyond that at which they can read independently.

- Make inferences about characters and events using evidence from the text.
- Relate own life experiences to events and characters in narratives.
- Demonstrate understanding of fiction and non-fiction by asking and answering questions.
- Compose and sequence own sentences, narratives and recounts.
- Use developing phonic knowledge to make plausible attempts to spell words.
- Develop use of correct sentence punctuation.

Writing: Write sentences by:

- Saying out loud what they are going to write about
- Sequencing sentences to form short non-fiction reports

Y1 NC: - Reading: Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.

- Link what is read and heard to own experiences
- Learn to appreciate rhymes and poems, and recite some by heart
- Discuss word meanings, linking new meanings to those already known
- Draw on what is already known or on background information and vocabulary provided by the teacher
- Discuss the significance of the title and events
- Make inferences on the basis of what is being said and done
- Predict what might happen on the basis of what has been read so far
- Participate in discussion about what is read to them, taking turns and listening to others
- Explain clearly an understanding of what is read

Writing: Write sentences by:

Y1 NC: - Reading: Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.

- Link what is read and heard to own experiences
- Learn to appreciate rhymes and poems, and recite some by heart
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	<ul style="list-style-type: none"> Sequencing sentences to form short narratives Selecting words for effect to write poetry based on imaginary sensory experience Re-reading what they have written to check it makes sense Reading aloud writing to the class 	<ul style="list-style-type: none"> Saying out loud what they are going to write about Sequencing sentences to form short non-fiction reports Sequencing sentences to form short narratives Selecting words for effect to write poetry based on imaginary sensory experience Re-reading what they have written to check it makes sense Reading aloud writing to the class 	<p>Writing: Write sentences by:</p> <ul style="list-style-type: none"> Saying out loud what they are going to write about Sequencing sentences to form short non-fiction reports Sequencing sentences to form short narratives Selecting words for effect to write poetry based on imaginary sensory experience Re-reading what they have written to check it makes sense Reading aloud writing to the class
Y1	<p>We are following the Literacy Tree lessons from their Scheme of work. The books we are using are below. Please see the literacy tree planning for National Curriculum Links.</p> <p>Year 1 Books <u>Cave Baby</u> (J. Donaldson) Genre – Fiction narrative Write labels and captions about the animals featured in this story. Write informal letters from/to characters and re-tell the story.</p>	<p>We are following the Literacy Tree lessons from their Scheme of work. The books we are using are below. Please see the literacy tree planning for National Curriculum Links.</p> <p>Year 1 Books <u>Here We Are: Notes for Living on Planet Earth</u> (O. Jeffers) Genre – Non-fiction (How to care for the world, ourselves physically and emotionally) Whole school English focus. Read and understand the intention in the purpose</p>	<p>We are following the Literacy Tree lessons from their Scheme of work. The books we are using are below. Please see the literacy tree planning for National Curriculum Links.</p> <p>Year 1 Books <u>Lost and Found</u> (O. Jeffers) Genre – Narrative (Own version 'losing/finding narrative) The children will write character descriptions, retellings, advice,</p>



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Astro Girl (K. Wilson-Max)

Genre – Fiction narrative (create non-fiction fact file re life as an astronaut)

Write in role as a character.

Non-fiction focus – write commands and “how to “ guides linked with living as an astronaut.

Send for a Superhero (M. Rosen)

Genre – Graphic novel (superhero adventure)

Ask and write questions about the story, using correct punctuation. Use adjectives to describe characters in the story, looking at “bad” and “good” characters in relation to the comic strip theme and style of this book.

Plan own superhero story pictorially and write it in sections with a clear beginning, middle and end.

I want my Hat Back

Use role play to explore a character’s feelings and create speech bubbles to record dialogue between characters.

and meaning of this book. Ask questions and make predictions in response to the text and illustrations. Write non-narrative poems, create posters, leaflets and write letters of advice in response to the ideas in this book about how people should live.

Beegu (A. Deacon)

Genre – Narrative (Own version narrative)

Read and respond to this story about a friendly child alien who is lost and needs help. The children will describe the alien before writing letters of advice. In this unit, Beegu, the little alien, speaks and writes in words which are close to the sound of English words. The children have to work out which words Beegu means in her writing and produce an alien dictionary. We will make sock puppets of our own alien, write reports on these puppets and write our own narratives based on the story themes and structure of Beegu.

Stanley’s Stick (J. Hegley)

Genre – Narrative (imaginative story based on an every-day object)

instructions, non-chronological reports.

How to be a Dog (J. Williamson)

Genre – Fiction (From fiction, apply ideas to create a “How to” guide)

The children will write character comparisons, fact sheets, a shared poem, own version narratives.

Iggly Peck, Architect (A. Beatty)

Genre – Fiction (From fiction, apply ideas to create Fact file)

Write labels, captions, character comparisons, thought and speech bubbles.

Julian is a Mermaid (J. Love)

Genre – Narrative (leading to writing a three-verse poem)

The children will write instructions, writing in role and advertisements.



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	<p>Write letters to characters, demarcating sentences with capital letters, full stops, question marks and exclamation marks. Plan and write a sequel to this story, applying phonic knowledge to spell words independently.</p> <p>The children will create Posters, lists, postcards, wanted posters, information reports and short stories. They will then finish with a persuasive letter.</p> <p><u>House Held up By Trees</u> (T. Kooser) Genre Report – News Report The children will write a non-fiction description and life cycle instructions for a pack of seeds. They will then Write a news report.</p>	<p>Read and make predictions about what different things a stick could do. Use this text to make predictions about what the character, Stanley, is going to do with his stick. After retelling the key scenes in the story, the children will plan, write and publish their own stories following the sequence of <u>Stanley's Stick</u>, using their own object (e.g. Jack's Sock).</p> <p><u>The Odd Egg</u> (E. Gravett) Genre – Non-fiction information (Report - Classifying and labelling eggs) This book is linked to the themes of new life and identifying similarities and differences. Children will identify different types of eggs and predict who they might belong to. The final outcome is for the children to make a non-fiction "Egg Spotter's Guide" after researching different types of eggs from the book.</p>	
Y2	<p>NC Y2 Reading Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p>	<p>NC Y2 Reading Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p>	<p>NC Y2 Reading Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p>



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	<p>Listening to, discussing and expressing views about a wide range of contemporary poetry, stories and non-fiction at a level beyond that at which they can read independently</p> <p>Discussing the sequence of events in books and how items of information are related</p> <p>Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</p> <p>Being introduced to non-fiction books that are structured in different ways.</p> <p>Recognising simple recurring literary language in stories and poetry</p> <p>Discussing and clarifying the meanings of words, linking new meanings to known vocabulary</p> <p>Discussing their favourite words and phrases continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with</p>	<p>Listening to, discussing and expressing views about a wide range of contemporary poetry, stories and non-fiction at a level beyond that at which they can read independently</p> <p>Discussing the sequence of events in books and how items of information are related</p> <p>Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</p> <p>Being introduced to non-fiction books that are structured in different ways.</p> <p>Recognising simple recurring literary language in stories and poetry</p> <p>Discussing and clarifying the meanings of words, linking new meanings to known vocabulary</p> <p>Discussing their favourite words and phrases continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</p> <p>Understand both the books that they can already read accurately and fluently and those that they listen to by:</p>	<p>Listening to, discussing and expressing views about a wide range of contemporary poetry, stories and non-fiction at a level beyond that at which they can read independently</p> <p>Discussing the sequence of events in books and how items of information are related</p> <p>Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</p> <p>Being introduced to non-fiction books that are structured in different ways.</p> <p>Recognising simple recurring literary language in stories and poetry</p> <p>Discussing and clarifying the meanings of words, linking new meanings to known vocabulary</p> <p>Discussing their favourite words and phrases</p> <p>Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</p>
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	<p>appropriate intonation to make the meaning clear</p> <p>Understand both the books that they can already read accurately and fluently and those that they listen to by:</p> <p>Drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>Checking that the text makes sense to them as they read, and correcting inaccurate reading</p> <p>Making inferences on the basis of what is being said and done</p> <p>Answering and asking questions</p> <p>Predicting what might happen on the basis of what has been read so far</p> <p>Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say</p> <p>Explain and discuss their understanding of books, poems and other material,</p>	<p>Drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>Checking that the text makes sense to them as they read, and correcting inaccurate reading</p> <p>Making inferences on the basis of what is being said and done</p> <p>Answering and asking questions</p> <p>Predicting what might happen on the basis of what has been read so far</p> <p>Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say</p> <p>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</p> <p>Writing Develop positive attitudes towards and stamina for writing by:</p>	<p>Understand both the books that they can already read accurately and fluently and those that they listen to by:</p> <p>Drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>Checking that the text makes sense to them as they read, and correcting inaccurate reading</p> <p>Making inferences on the basis of what is being said and done</p> <p>Answering and asking questions</p> <p>Predicting what might happen on the basis of what has been read so far</p> <p>Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say</p> <p>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</p> <p>Writing</p>
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	<p>both those that they listen to and those that they read for themselves</p> <p>Writing Develop positive attitudes towards and stamina for writing by:</p> <p>Writing narratives about personal experiences and those of others (real and fictional)</p> <p>Writing about real events</p> <p>Writing poetry</p> <p>Writing for different purposes</p> <p>Consider what they are going to write before beginning by:</p> <p>Planning or saying out loud what they are going to write about</p> <p>Writing down ideas and/or key words, including new vocabulary</p> <p>Encapsulating what they want to say, sentence by sentence</p> <p>Make simple additions, revisions and corrections to their own writing by:</p>	<p>Writing narratives about personal experiences and those of others (real and fictional)</p> <p>Writing about real events</p> <p>Writing poetry</p> <p>Writing for different purposes</p> <p>Consider what they are going to write before beginning by:</p> <p>Planning or saying out loud what they are going to write about</p> <p>Writing down ideas and/or key words, including new vocabulary</p> <p>Encapsulating what they want to say, sentence by sentence</p> <p>Make simple additions, revisions and corrections to their own writing by: Evaluating their writing with the teacher and other pupils</p> <p>Rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</p>	<p>Develop positive attitudes towards and stamina for writing by:</p> <p>Writing narratives about personal experiences and those of others (real and fictional)</p> <p>Writing about real events</p> <p>Writing poetry</p> <p>Writing for different purposes</p> <p>Consider what they are going to write before beginning by:</p> <p>Planning or saying out loud what they are going to write about</p> <p>Writing down ideas and/or key words, including new vocabulary</p> <p>Encapsulating what they want to say, sentence by sentence</p> <p>Make simple additions, revisions and corrections to their own writing by: Evaluating their writing with the teacher and other pupils</p> <p>Rereading to check that their writing makes sense and that verbs to indicate</p>
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	<p>Evaluating their writing with the teacher and other pupils</p> <p>Rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</p> <p>Proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly) read aloud what they have written with appropriate intonation to make the meaning clear.</p>	<p>Proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly) read aloud what they have written with appropriate intonation to make the meaning clear.</p>	<p>time are used correctly and consistently, including verbs in the continuous form</p> <p>Proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly) Read aloud what they have written with appropriate intonation to make the meaning clear.</p>
Y2	<p>We are following the Literacy Tree lessons from their Scheme of work. The books we are using are below. Please see the literacy tree planning for National Curriculum Links.</p> <p>Year 2 Books <u>Goldilocks and the Three Bears</u> (L. Child), <u>You and Me</u> (A. Browne) and <u>Goldilocks and Just the One Bear</u> (L. Hodgkinson) Genre: Narrative – Sequel Stories. The children will create Wanted Posters, Letters, Retellings from</p>	<p>We are following the Literacy Tree lessons from their Scheme of work. The books we are using are below. Please see the literacy tree planning for National Curriculum Links.</p> <p>Year 2 Books <u>The Bear Under the Stairs</u> (H. Cooper) Genre: Information Text The children will write Letters, Retell the story, and write their own version of a narrative. The final piece will be an Information Text.</p>	<p>We are following the Literacy Tree lessons from their Scheme of work. The books we are using are below. Please see the literacy tree planning for National Curriculum Links.</p> <p>Year 2 Books <u>The Dragon Machine</u> (H. Ward) Genre – Own Version of Dragon Stories The children will write dragon guides and encyclopaedia's, letters of advice, explanations, shopping lists, descriptions, and letters. They will</p>



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	<p>another point of View, lists of rules and character descriptions. They will end by writing a sequel story.</p> <p><u>Jim and the Beanstalk</u> (R. Briggs) Genre: Narrative - Sequel Stories including dialogue. The Children will create Narrative retellings that include dialogue, they will write thought bubbles and write informal letters.</p> <p><u>The Journey Home</u> (F. Preston-Gannon) Genre Persuasion – Persuasive letters</p>	<p><u>The Minpins</u> (R. Dahl) Genre Adventure Narrative The children will create danger posters, write setting descriptions, character descriptions, information reports and write postcards. They will then write their own version of an adventure narrative as their final piece.</p> <p><u>The Owl and Pussy Cat</u> (E. Lear) Genre - Rhyming Poems The children will write Letters, Interviews, lists and instructions. Their final piece will be a Rhyming Poem.</p> <p><u>Tadpole's Promise</u> (J. Willis) Genre – Narrative The children will write simple explanations, speech and thought bubbles, setting descriptions and extended explanations. They will finally write their own version of a narrative.</p>	<p>finally write their own version of the story.</p> <p><u>Ocean Meets Sky</u> (E. Fan and T. Fan) Genre – Own Version Fantasy world narrative The children will write setting and character descriptions, labels, diaries, postcards, captain's logs, instructions and dialogue. Their final piece will be a fantasy narrative in their own world.</p> <p><u>Rosie Revere, Engineer</u> (A. Beatty) Genre Non Fiction – Leaflet The children will write short explanations, write in role, reports and adverts. They will finally write a leaflet as their finished piece.</p> <p><u>A Walk in London</u> (S. Rubbino) Genre Non Fiction – Guide book The children will write a recount of a trip in the local area. They will write statements of information. For their final piece they will create a guide book.</p>
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