

Old Leake Primary Academy and Seedlings Nursery Curriculum Map 2026-2027



Success for all. Everybody Welcome.

Old Leake Primary Academy and Seedlings Nursery Curriculum Map

‘Success for All. Everybody Welcome – Our Curriculum Intent’

Through a love of learning, underpinned by mutual respect and nurturing, honest relationships, our school community provides a foundation for every child to flourish and achieve from the moment they join us.

Our curriculum is designed to prepare pupils for lifelong learning, equipping them with the skills and attributes needed to grow into successful, confident young people and capable, responsible adults.

At Old Leake, we provide a rich and stimulating curriculum that is aspirational for every learner. We build the essential knowledge, skills and understanding that form the foundations for later life. Our curriculum not only meets the expectations of the National Curriculum but also extends well beyond the classroom, offering children the widest and most varied opportunities we can. In doing so, we encourage pupils to become confident, self-motivated learners with a genuine enthusiasm for lifelong learning.

Our goal is to enhance each child’s school experience by creating an environment and learning contexts in which they are inspired to succeed and to be the very best they can be. By exploring new skills and experiences, pupils develop resilience, curiosity and creativity, which will serve them throughout their lives.

Underpinned by our school learning values

Holistic

We aim to provide a **holistic** education that nurtures the academic, emotional, social, physical, and moral development of every child.

Empowering

Our curriculum is **empowering**, giving pupils the knowledge, skills, and confidence they need to thrive in the classroom and beyond.

Aspirational

We set **aspirational** goals for all learners, encouraging them to reach their full potential regardless of background or starting point.

Relevant

We deliver a **relevant** curriculum rooted in real-life experiences, ensuring children understand the world around them and their place within it.

Tailored

Learning is **tailored** to meet the needs of every child, celebrating individuality and fostering a love of lifelong learning.

These values underpin the school values which we share with the children, of **H.E.A.R.T.**



H – Honesty, we are honest in what we say and do to help develop integrity.



E – Empathy, we understand and share in someone's feelings



A – Ambition, we aspire to achieve our very best in all we do



R – Respect, we respect ourselves, others and the world around us



T – Tenacity, we persevere and show resilience when we face setbacks and challenges

Through a clear teaching cycle and continually aiming for excellence, we will then guide our children through specific skills including; speaking, listening, problem solving, creativity, staying positive, aiming high, leadership and team work.



As part of Voyage Education Partnership our academy benefits from the challenge being part of a wider community brings as well as opportunities to share good practice, continually improve and strive for excellence for all of our learners.

Old Leake Primary Academy

Our vision for supporting our disadvantaged learners

At the heart of our academy is a simple, unwavering belief: every child is known, understood, and supported to succeed. We know our pupils deeply, allowing us to quickly identify and respond to the needs of children and their families. We recognise that disadvantage is often complex and layered, and we take time to unpick and address these challenges with care and precision. Through strong communication and a shared commitment, our staff work seamlessly together, ensuring that vital information is used to make a difference every day. For us, supporting disadvantaged pupils is not an add-on—it is embedded in everything we do, shaping a culture where every child is given the opportunity, confidence, and care they need to thrive.



Social

- Free access to breakfast club
- Magic Breakfast
- Support with uniform
- Support for accessing school trips
- Careers and life experiences through the curriculum and extra curriculum activities
- Voice 21
- Young Voices
- Attendance Support
- Nest Provision
- Enhanced swimming from reception.



Emotional

- 1:1 support and small group interventions
- Focused support from SENDCo and other specialists (e.g. Lego Therapy, drawing and talking)
- No Outsiders
- Attendance Support
- Nest Provision
- Lunchtime support clubs
- Sensory circuits.



Academic

- Quality First teaching for all
- Rigorous Data analysis
- Monitoring of progress for early intervention
- Investment in Staff CPD
- 1:1 and small group interventions
- Focused SEND support from SENDCO and other specialists
- Additional access to swimming
- Investment in Kapow, Jigsaw and Get Set for PE
- Attendance support
- Nest Provision
- Widgets rich environment.
- High quality texts,



NURSERY

Marvellous Me Autumn

Zoom, Zoom, Zoom

Beach & Sea Creatures

Fun at the Farm Spring/Easter

Minibeasts Summer

Up, Up Away

CHARACTERISTICS OF EFFECTIVE LEARNING	Playing and exploring Children investigate and experience things, and ‘have a go’. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning Active learning Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence. Creating and thinking critically Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.
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OVER ARCHING PRINCIPLES



Unique Child Every child is unique and has the potential to be resilient, capable, confident and self-assured.	Positive Relationships Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.
Enabling environments Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.	Learning and Development Children develop and learn at different rates (not in different ways as it stated 2017). We must be aware of children who need greater support than others.
PLAY At Old Leake Primary Academy we understand that play is an integral part of learning and this is at the heart of our early years curriculum. We believe that the correct mix of adult directed and uninterrupted child initiated play ensures the best outcomes for pupils. Warm and positive relationships between staff and children, consistent routines and strong relationships with parents are key. We recognise the crucial role that early year’s education has to play in providing firm foundations upon which the rest of a child’s education is successfully based.	

Text Links	The Colour Monster Elmer The Tiger who came to Tea The wonderful things you can be Everybody has feelings Kindness makes us strong Leaf Man	Whatever Next How to catch a star The way back home Roaring rockets The Christmas Story We’re going on an elf chase	Tough Trucks Cool Cars Flashing fire engines Amazing Aeroplanes Brilliant Boats Terrific trains	Old MacDonald Tremendous Tractors Farmer Duck Jaspers Beanstalk Guess how much I love Spring We’re going on an Easter Hunt	The Very Hungry Caterpillar Superworm The very lazy Ladybird The very greedy bee The teeny Weeny tadpole Aaaaarrghh, Spider	Rainbow Fish What’s more scary than a shark Under the sea Tickly Octopus The singing mermaid The colour monster goes to school
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Communication and Language Whole EYFS Focus – C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSED times, stories, singing, speech and language interventions, EYFS productions and weekly interventions. DAILY STORY	Enjoy listening to longer stories. Pay attention to more than one thing at a time. Understand a question or instruction that has two parts, such as: “Get your coat and wait at the door”.	Listening to others in small groups. Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?” Sing a growing repertoire of songs. Know an increasing number of rhymes.	Develop their communication skills and begin to use more complex sentences to link thoughts. Use a wider range of vocabulary linked to our topic. Develop their pronunciation of words.	Use longer sentences of four to six words. Talk about familiar books, and be able to tell a long story. Follow simple directions how to plant a seed.	Start a conversation with an adult or a friend and continue it for many turns. Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.”	Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. Use a wider range of vocabulary.
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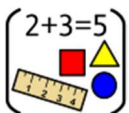
PSED (PSHE)	Settling in – building relationships with peers and with staff. Learning to manage own feelings when separating from care givers.	Develop their sense of responsibility and membership of a community. Develop the school values and ensure	Become more outgoing with unfamiliar people in the safe context of nursery. Show more confidence in new social situations.	Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them Talk with others to solve conflicts.	Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’. Develop appropriate ways of being assertive.	Preparing for change and the transition to school. Understand gradually how others might be feeling.
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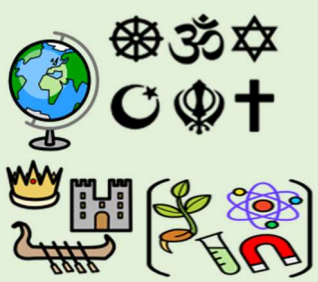


		Learning and following boundaries and nursery/school rules. Select and use activities and resources, with help when needed	children understand what they mean. Building self confidence in their nursery setting. Big emphasis on tidy up time- using songs to encourage this.	Play with one or more other children, extending and elaborating play ideas. How to be a kind friend-begin to find solutions to conflicts.			
Physical Development (PE) 		Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet. Use one-handed tools and equipment, for example, making snips in paper with scissors.	Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use large-muscle movements to draw lines and circles and make marks. Using scissors and tools safely Start eating independently and learning how to use a knife and fork.	Start taking part in some group or team activities. Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand.	Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. Make healthy choices about food, drink, activity and toothbrushing	Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.	Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. Use a comfortable grip with good control when holding pens and pencils.
LITERACY All Literacy is linked to topic, books and children's interests. Children learn the structure of books and storytelling. Phonics phase 1 is covered in all aspects of learning for reading and writing.		Understand that print has meaning. Develop their phonological awareness, so that they can: - spot and suggest rhymes Begin to engage in conversation about stories. Drawing Club commences week 4 Codes to include some mark making and initial sounds Texts: Harry and the Dinosaurs go to School The Colour Monster goes to School Pumpkin Soup Traditional Tale: Enormous Turnip	Understand that we read English text from left to right and from top to bottom Sensory mark marking Recognise their own name Begin to copy some letters of their name. Drawing club Drawing Club- codes to include some initial sounds/cvc words/known tricky words. Text and animations: Pink Panther Super Worm Jolly Christmas Postman The Christmas Pine We disagree about this tree Traditional Tale: Hansel and Gretel	Understand that print can have different purposes,e.g. a shopping list, story, recipe, etc. Develop their phonological awareness so they can clap the syllables in words. Pip Sentences- children orally rehearse sentences and attempt to write sentences and phrases. Drawing Club- codes to include some cvc words/tricky words Text and animations: Roadrunner The Snow Thief Over and under the Snow Bear Snores on Penguin Small Traditional Tale: Goldilocks and the Three Bears	Identify and name the different parts of a book, e.g. front cover, pages, etc. Develop their phonological awareness to recognise words with the same initial sound, such as money and mother. Pip Sentences- children orally rehearse sentences and with support attempt to write sentences Drawing Club- codes to include words/tricky words and simple phrases. Text and animations: Bananaman Chinses New Year Rameena's Ramadan Little Rabbit Foo Foo Traditional Tale: Little Red Riding Hood	Understand page sequencing. Recognise words with the same initial sound, such as money and mother. Engage in extended conversations about stories, learning new vocabulary. Pip Sentences- children orally rehearse sentences and with support attempt to write sentences using the conjunction "and" or "because" Creative Writing Text: Dear Zoo Hullabaloo at the Zoo Walking Through the Jungle Brown Bear, Brown Bear Traditional Tale: The Three Little Pigs	Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. Write most letters accurately. Begin to write sentences independently. Pip Sentences- children orally rehearse sentences and with support attempt to write sentences using the conjunction "and" or "because" Creative Writing Text: We're Going on a Bear Hunt The Journey home from Grandpa's Handa's Surprise The Great Balloon Hullabaloo The Magnificent sheep in their flying machines Traditional Tale: The Gingerbread Man
PHONICS	Progression of sounds		s a t p i n	m d g o c k e	u r h b f l j	v w y z q u c h	ck x sh th ng nk
Little Wandle –	Phonemic awareness focus	Nursery rhymes Environmental sound walks Body percussion sounds	Teach children to hear the same initial sound for words and names of objects.	Teach children to identify initial sounds of words and names of objects. Teach children to distinguish different sounds.	Teach children to identify initial sounds of words and names of objects. Teach children to articulate sounds correctly – including playing with voice sounds.	Teach children to identify initial sounds of words and objects.	Teach children to identify the final sounds of words and objects.

Part of a Growing Community Foundations for Phonics	Oral blending focus		Teach children to blend CVC words using oral blending and objects.	Teach children to blend a wider range of CVC words using oral blending.	Teach children to blend a wider range of words using oral blending.	Teach children to blend a wider range of words using oral blending.	Teach children to blend a wide range of words using oral blending when playing:
MATHS (Master the curriculum) 	Colours (2 weeks) Matching (2 weeks) Sorting (2 weeks)		Number 1 Number 2 – Subitising. Number 2 Pattern 1 Pattern 2 Consolidation/Winter activities.	Number 3 – Subitising Number 3 Number 4 Number 4 – Composition Number 5 Number 5 - Composition	Consolidation Number 6 Height and length Mass Capacity Consolidation	Sequencing Positional Language More than/fewer 2D Shapes 3D Shapes Consolidation	Number composition What comes after? What comes before? Numbers to 5 Consolidation - Summer
Understanding the World (History/Geog/RE) 	Families – who is my family? Body parts – head shoulders knees and toes. Talk about what they see, using a wide vocabulary.	Use all their senses in hands-on exploration of natural materials. Explore light and dark. Show interest in different occupations. Begin to make sense of their own life-story and family’s history. Celebrations: • Diwali • Bonfire night • Remembrance day • Hanukkah • Christmas	Show interest in different occupations. People who help us Explore how things work. Explore and talk about different forces they can feel. Talk about the differences between materials and changes they notice. Homes in the past. Celebrations: • Chinese New year • Valentine’s Day	Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant. Explore the features of spring. Celebrations: • Pancake Day • Passover • Easter	Observe and care for growing animals (caterpillars and ducklings.) Understand the key features of the life cycle of an animal. Begin to understand the need to respect and care for the natural environment and all living things. Celebrations: • Eid-ul-Fitr	Continue developing positive attitudes about the differences between people. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Celebrations: • Eid-al-Adha	
Expressive Art and Design (Art/DT) 	Creating sounds using instruments. Take part in simple pretend play, using an objects to represent different things. Begin to remember and sing entire songs.	Explore different materials freely, in order to develop their ideas about how to use them and what to make. Play instruments with increasing control to express their feelings and ideas. Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Enjoy dancing and joining in with ring games	Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Sing the pitch of a tone sung by another person (‘pitch match’).	Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures. Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.	Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park. Use drawing to represent ideas like movement or loud noises. Explore colour and colour-mixing. Play instruments with increasing control to express their feelings and ideas.	Show different emotions in their drawings – happiness, sadness, fear etc. Respond to what they have heard, expressing their thoughts and feelings. Create their own songs, or improvise a song around one they know.	

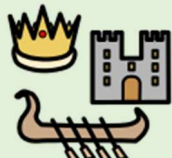
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	All about me! Starting school My new class Rules and routines Staying healthy Human body How have I changed? My family How do I make others feel? What am I good at? Autumn.	People who help us Firefighters Police Doctors Dentist Post people Reduce, reuse, recycle. Look after our planet. Christmas The Nativity.	Frozen Winter What is Winter? Ice and Snow Winter Animals Keeping Warm Polar Regions	Come outside! <i>Plants and flowers</i> <i>Weather/ seasons</i> <i>The great outdoors</i> <i>Planting seeds</i> <i>Mini beasts</i> <i>Life cycles</i> <i>Easter</i>	Amazing animals <i>Animals around the world</i> <i>Climates/ hibernation</i> <i>Down in the jungle</i> <i>Animal safari</i> <i>Animal patterns</i> <i>Night and day animals</i> <i>Habitats</i>	Ticket to ride Around the town How do I get there? Where in the world have you been? Where do we live in the UK/ world? Airplanes old and new Design your own transport.
Characteristics of effective learning 	Playing and exploring Children investigate and experience things, and ‘have a go’. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning. Active learning Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence. Creating and thinking critically Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.					
Overarching principles 	Unique Child Every child is unique and has the potential to be resilient, capable, confident and self-assured. Positive Relationships Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community. Enabling environments Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time. Learning and Development Children develop and learn at different rates (not in different ways as it stated 2017). We must be aware of children who need greater support than others. PLAY At Old Leake Primary Academy we understand that play is an integral part of learning and this is at the heart of our early years curriculum. We believe that the correct mix of adult directed and uninterrupted child initiated play ensures the best outcomes for pupils. Warm and positive relationships between staff and children, consistent routines and strong relationships with parents are key. We recognise the crucial role that early year’s education has to play in providing firm foundations upon which the rest of a child’s education is successfully based.					
Communication and language Whole EYFS focus – Communication and language is developed throughout the year through high quality interactions, daily groups, discussions, sharing circles, PSHE times, stories, singing, speech and language interventions, tales toolkit, EYFS productions, assemblies and weekly interventions.	Children talk about things that are familiar to them e.g., their family, their hobbies and their experiences. Join in with familiar stories and nursery rhymes. Model talk routines through the day. For example, arriving in	Developing, understanding and using new vocabulary throughout the day. Listening and responding to stories as well as retelling them. Follow two and three step instructions.	Ask questions to find out more and to check they understand what has been said to them including ‘how’ and ‘why’ questions. Retell stories using the story language and new vocabulary. Listen to and talk about stories to build familiarity and understanding.	Describe events in detail using time connectives. Understand how to listen carefully and why listening is important. Sustain focus when listening to a story.	Re-read some books so children learn the language necessary to talk about what is happening in each illustration and relate it to their own lives. Discuss information learnt and share their ideas and opinions on it.	Share information and news such as weekend news or about posts on tapestry. Read aloud books to children that will extend their knowledge of the world and illustrate a current topic.

		school “Good morning, how are you?” Join in during shared talking time, taking turns to talk and listening to their peers.	Develop their listening skills and understand why it is important to listen.	Describe events in some detail.		Read aloud books to children that will extend their knowledge of the world and illustrate a current topic.	
PSED (PSHE)		Being me in my world	Celebrating differences	Dreams and goals	Healthy me	Relationships	Changing me
Physical development (PE) 	Fine motor	Large scale – squiggle while you wiggle, dough disco. Threading, cutting, weaving, playdough. Manipulate objects with good fine motor skills. Draw lines and circles using gross motor movements. Hold a pencil beyond a whole hand grip.	Large scale – squiggle while you wiggle, dough disco. Threading, cutting, weaving, playdough. Develop muscle tone to put pencil pressure on paper. Use tools to effect changes to materials.	Engage children in structured activities: guide them in what to draw, write, or copy. Teach and model correct letter formation. Threading, cutting, weaving, playdough. Handle tools, objects, construction and malleable materials with increasing control.	Encourage children to draw freely. Holding small items/ button clothing. Threading, cutting, weaving, playdough. Hold pencil effectively with comfortable grip. Forms recognisable letters mostly correctly formed.	Threading, cutting, weaving, playdough. Develop pencil grip and letter formation continually. Use one hand consistently for fine motor tasks. Cut along a straight line with scissors/ start to cut curved lines and circles. Threading, cutting, weaving, playdough.	Form letters correctly. Begin to draw diagonal lines to make shapes and colour inside the lines of a picture. Strat to draw pictures that are recognisable. Build things with smaller linking blocks such as Lego.
	Gross motor	Climbing on the outdoor equipment. Explore different ways of moving. Squiggle while you wiggle.	Crates play – climbing, Skipping ropes in outside area Provide a range of wheeled resources for children to balance, sit, or pedal. Squiggle while you wiggle	Provide a range of activities to support a broad range of abilities and activities such as opportunities for balancing.	Cooperation games – parachute, ball skills, throwing, catching.	Obstacle activities for the children to move over, under, through and around equipment.	Races/ team games involving gross motor movements. Sports day.
	PE	Dribbling, hitting and kicking (invasion games)	Gymnastics	Dance	Bat and ball (net and wall games)	Athletics	Throwing and catching (striking and fielding) (Swimming)
Maths 		- Getting to know you - Match, sort and compare - Finding the odd one out - Talk about measure and patterns - It’s me 1,2,3 - Circles and triangles - 1,2,3,4,5 - Shapes with 4 sides		- Alive in 5 - Mass and capacity - Growing 6,7,8 - Length, height and time - Building 9 and 10 - Explore 3-D shapes		- To 20 and beyond - How many now? - Manipulate, compose and decompose - Sharing and grouping - Visualise, build and map - Make connections	
Literacy and Text Links		Join in with rhymes and show and interest in stories with repeated refrains. Understand the key concepts about print: - Print has meaning. - Print can have different purposes. - We read English text from left to right and from top to bottom.	Retell stories related to events through acting and role play. Sequence stories using the vocabulary of beginning, middle and end. Blend sounds into words so that they can read CVC words. Drawing Club Text and animations:	Make up stories with themselves as the main character and record the story through pictures and mark making. Read simple phrases and sentences made up of word with known letter – sound correspondence and where necessary a few exception words. Pip Sentences	Re-read books to build up their confidence in word reading, their fluency and their understating and enjoyment. Use vocabulary and forms of speech that are increasingly influenced by their experiences of books.	Retell a story with actions and/or picture prompts using the story language when acting out the narrative. Can explain the main events of a story and draw pictures of characters/ events/ setting including labels, sentences or captions.	Can draw pictures of characters, events and settings in a story. Listen to stories, accurately anticipate key events and respond to what they hear with relevant comments, questions and reactions. Begin to understand the purpose of books and the keys features such as the title, front cover, back

	- The names of the different parts of the book. - Recognise initial sounds Week 4 – Drawing Club commence. Codes to include mark making and some taught phonemes Texts: Harry and the Dinosaurs go to School The Colour Monster goes to School Pumpkin Soup Traditional Tale: Enormous Turnip	Pink Panther Super Worm Jolly Christmas Postman The Christmas Pine We disagree about this tree Traditional Tale: Hansel and Gretel	Drawing Club Text and animations: Roadrunner The Snow Thief Over and under the Snow Bear Snores on Penguin Small Traditional Tale: Goldilocks and the Three Bears	Develop their own narratives and explanations by connecting ideas and events. Begin to write CVC words independently. Pip Sentences Drawing Club Text and animations: Bananaman Chinses New Year Rameena's Ramadan Little Rabbit Foo Foo Traditional Tale: Little Red Riding Hood	Pip Sentences Creative Writing Text: Dear Zoo Hullabaloo at the Zoo Walking Through the Jungle Brown Bear, Brown Bear Traditional Tale: The Three Little Pigs	cover, blurb, illustrations, illustrator ad author. Begin to write sentences independently. Pip Sentences Creative Writing Text: We're Going on a Bear Hunt The Journey home from Grandpa's Handa's Surprise The Great Balloon Hullabaloo The Magnificent sheep in their flying machines Traditional Tale: The Gingerbread Man
Phonics	S, a, t, p, l, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, l Tricky words: is, l, the	ff, ll, ss, j, v, w, x, y, z, zz, qu, sh, ch, th, ng, nk Words with -s /s/ added at the end (hats sits) Words ending in s /z/ (his) and words ending with – s /z/ added at the end (bags sings) Tricky words: as, and, has, his, her, go, no, to, into, she, her, of, we, me, be	ai, ee, igh, oa, oo, oo, ar, or, ur, ow, oi, ear, air, er Words with double letters Longer words Tricky words: was, you, they, my, by, all, are, sure, pure	Review phase 3 Words with double letters. Longer words, words with two or more digraphs, words ending in -ing, compound words. Words with s /z/ in the middle Words with -s /s/ /z/ at the end Words with -es /z/ at the end Review all tricky words taught so far	Short vowels with adjacent consonants CVCC, CCVC, CCVCC, CCCVC, CCCVCC Longer words and compound words Worder ending in suffixes: -ing, -ed /t/, -ed /id/ /ed/, -est Tricky words: said, so, have, like, some, come, love, do, were, here, little, says, there, when, what, one, out, today	Phase 3 longer vowel graphemes with adjacent consonants CVCC, CCVC, CCCVC, CCV, CCVCC Words nding in suffixes: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/, -er, -est Longer words Review all tricky words taught so far.
Understanding the world (History/ Geography/ RE) 	Identify their family. Discuss the pas such as their time in Nursery. Discuss what is special to them. What are they proud of? Can they talk about what they do with their family and the places they have been. Discuss autumn and how the environment changes. Peek in the Past (Kapow)	Can talk about what they have done with families during Christmas in the past. Begin to discuss different cultures and their celebrations. Discuss different occupations and how they use transport to help them in their jobs. Discuss the past and what these roles looked like and how they are now. I am Scientist (Kapow)	Long ago – discuss how time changes.	Introduce the children to recycling and how it can take care of our world. Comment on the weather and changes in living things. Explore the world around us and see how it changes as we enter summer. Encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them. Our Beautiful World (Kapow)	What can we do here to take care of the animals in the jungle? Explore a range of jungle and safari animals learning their names. Listen to children describing and commenting on things they have seen whilst outside, including plants and animals. Describe different environments and animal habitats. Animal Adventures (Kapow)	Discuss how they got to school and what mode of transport they used. Look at differences between transport in this country and other countries. Encourage children to use navigational language. Environments – features of local environments and environments in other countries. Compare and contrast. Exploring Maps (Kapow)
Expressive arts and design (Art and DT)	Create using paint, junk modelling, drawing, cutting and sticking. Describe their creations.	Create using paint, junk modelling, drawing, cutting and sticking. Describe their creations.	Create using paint, junk modelling, drawing, cutting and sticking. Describe their creations.	Create using paint, junk modelling, drawing, cutting and sticking. Describe their creations.	Create using paint, junk modelling, drawing, cutting and sticking. Describe their creations.	Create using paint, junk modelling, drawing, cutting and sticking. Describe their creations.

	Create self-portraits.	Explore different textures and materials. Christmas cards and decorations	Children will select the tools and techniques they need to assemble materials they are using.	Mother's Day and Easter crafts. Mixing colours Create observational drawings of flowers	Make patterns using different colours. Animal prints/ design homes for animals/ draw different animals.	Design and create different types of transport. Father's day crafts.
Music 	Exploring Sound	Celebration Music	Music and Movement	Musical Stories	Transport	Big Band

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	History	Geography	History	Geography	History	Geography
Year 1	How am I making History? 	What is it like here? 	How have toys changed? 	What is the weather like in the UK? 	How have explorers changed the world? 	What can you see at the coast? 
Science 	Materials: Everyday materials	Plants: Introduction to plants	Animals: Sensitive bodies	Forces and space: Seasonal changes Science Week	Animals: Comparing animals	Making connections: Investigating science through stories
Art 	Drawing: Exploring Line and Shape		Painting and mixed media: Colour splash		Craft and design: Woven wonders	
DT 		Structures: Stable structures		Textiles: Puppets		Cooking and nutrition: Smoothies
PSHE 	Being me in my world	Celebrating differences	Dreams and goals	Healthy me	Relationships	Changing me
ICT/Computing 	Programming 1: Algorithms unplugged	Creating media: Digital imagery	Skills show showcase: Rocket to the moon Online safety	Programming 2: Digital Bee-Bots	Computing systems and networks: Improving mouse skills	Data handling: Introduction to data
RE 	How do we know new babies are special?	Why should we care for the world?	Why should we care for others?	How did the world begin?	What do some people believe God looks like?	What's God's job?
Music 	Keeping the pulse (Theme: My Favourite Things)	Tempo (Theme: Snail and mouse)	Pitch (Superheroes)	Sound Patterns (Fairytale)	Dynamics (Theme: Seaside)	Musical Symbols (Theme: Under the sea)
PE 	Ball Skills	Gymnastics	Dance	Target Games	Athletics	Throwing and catching (striking and fielding games) Team Building

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 2	How was school different in the past? 	Would you prefer to live in a hot or cold place? 	Why is our world wonderful? 	How did we learn to fly? 	What is it like to live in Shanghai? 	What is a monarch? 
Science 	Living things Habitats	Living things Microhabitats	Materials Uses of everyday materials	Animals including humans Life cycles and health	Plant Plant growth	Making connections Plant based materials
Art 	Drawing Understanding tone and texture		Painting and mixed media Life in colour		Sculpture and 3D Clay houses	
DT 		Mechanisms Making a moving monster		Cooking and nutrition Balanced diet		Textiles Pouches
PSHE 	Being me in my world	Celebrating differences	Dreams and goals	Healthy me	Relationships	Changing me
ICT/ Computing 	Computing systems and networks What is a computer?	Computer systems and networks Word processing	Programming Scratch Junior – Option 2 Online safety	Creating media Stop motion: Using tablets	Data handling International space station	Programming 1: Algorithms and debugging
RE 	Why do we need to give thanks?	Why is light important to people?	How do we know some people feel special connection to a God?	What is a prophet?	How do some people talk to God?	Where do some people talk to God?

Music 	Call and response (Theme: Animals)	Instruments (Theme: Musical Storytelling)	Singing (Theme: On the island)	Contrasting dynamics (Theme: Space)	Structure (Theme: Myths and Legends)	Pitch (Theme: Musical me)
PE 	Sending and Receiving	Gymnastics	Dance	Bat and ball (Net and wall)	Athletics	Throwing and catching (striking and fielding) Team Building

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Geography	History	Geography	History	History	Geography
Year 3/ Year 4	Where does our food come from? (local rewrite using existing planning) * (Use sustainability lesson from Rainforests unit) 	Stone Age to Iron Age Would you prefer to have lived in the Stone, Bronze or Iron Age? 	Why do people live near volcanoes? 	Romans Why did the Romans invade and settle in Britain? 	Anglo-Saxons How hard was it to invade & settle in Britain? 	What are rivers and how are they used? 
Science Year 3 	Animals: Movement and nutrition	Energy: Light and shadows	Materials: Rocks and soil	Forces and space: Forces and magnets Science Week	Plants: Plant reproduction	Making connections: Does hand span affect grip strength?
Science Year 4 	Animals including humans: Digestion and food	Energy: Sound and vibrations	Materials: States of matter	Energy: Electricity and circuits Science Week	Living things: Classification and changing habitats	Making connections: How does the flow of liquids compare?
Art 		Painting and mixed media: Prehistoric painting	Sculpture and 3D: Abstract shape and space			Drawing: Developing Drawing Skills
DT 	Cooking and nutrition: Eating seasonally			Mechanisms: Pneumatic toys (Option 1)	Structures: Constructing a castle	
PSHE 	Being me in my world	Celebrating differences	Dreams and goals	Healthy me	Relationships	Changing me
ICT/ Computing	Computing systems and networks: Networks	Microsoft 365: Computing systems	Computing systems and networks 3:	Programming Scratch – Option 1	Video trailers: using ipads – option 2	Data handling: Comparison cards databases

		and Networks 2: Emailing	Journeys inside a computer Online safety			
RE 	What makes us human?	Where do our morals come from?	Is scripture essential to religion?	What happens if we do wrong?	Why is water symbolic?	Why is fire used ceremonially?
Music 	Ballads	Creating Compositions in response to animations (Theme: Mountains)	Developing Singing Technique (Theme Vikings)	Pentatonic Melodies and compositions (Theme: Chinese New Year)	Jazz	Traditional Instruments (Theme India)
PE 	Invasion (Netball)	Gymnastics	Dance Swimming	Net and Wall (Tennis)	Athletics	Striking and Fielding (Cricket) OAA
Spanish 	Dates in Spanish	Pets in Spanish	Weather in Spain	In a Spanish Café	Spanish Celebrations	The Amazon Rainforest

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Geography	History	History	Geography	History	Geography
Year 4/ Year 5	Are all settlements the same? 	Were the Vikings raiders, traders or something else? 	What was important to Ancient Egyptians? 	Who lives in Antarctica? 	What is the legacy of the ancient Greek civilisation? 	Why are rainforests important to us? 
Science Year 4 	Animals, including humans: Digestion and food	Energy: Sound and vibrations	Materials: States of matter	Electricity: Electricity and circuits Science Week	Living things: Classification and changing habitats	Making connections: How does the flow of liquids compare?
Science Year 5 	Materials: Mixtures and separation	Materials: Properties and changes	Forces and space: Earth and space	Living things: Life cycles and reproduction Science Week	Forces and space: Unbalanced forces	Animals: Human timeline Making connections: Does the size of an asteroid affect the diameter of its impact crater?
Art 	Painting and Mixed Media: Portraits			Craft and Design: Architecture	Drawing: Depth, emotion and movement	
DT 		Electrical Systems: Torches	Cooking & Nutrition: Adapting a recipe			Textiles: Stuffed Toys
PSHE 	Being me in my world	Celebrating differences	Dreams and goals	Healthy me	Relationships	Changing me

ICT/ Computing 	Microsoft Office 365: Computing systems and network: collaborative Learning Option 2	Programming 1: Further coding with Scratch – Option 1	Microsoft Office 365: creating media: website design Option 2 Online Safety	Computational thinking Option 1	Data handling: Investigating weather	Skills showcase: HTML
RE 	Why do people have to stand up for what they believe in?	Why doesn't Christianity always look the same?	What happens when we die? Part 1	What happens when we die? Part 2	Who gets to be in charge?	Why are some places in the world significant to believers?
Music 	Composition to reflect the festival of colour. (Theme: Holi Festival)	South and West Africa	Composition and notation (Theme: Ancient Egypt)	Blues	Looping and Mixing	Musical Theatre
PE 	Invasion games – Basketball	Gymnastics	Dance	Dodgeball Swimming	Athletics	Striking and fielding games – cricket OAA
Spanish 	Dates in Spanish	Pets in Spanish	Weather in Spain	In a Spanish cafe	Spanish celebrations	The Amazon Rainforests

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5/6	GEOGRAPHY  Population growth and human resources Why does population change?	GEOGRAPHY  Energy and sustainability Where does our energy come from?	HISTORY  Tudors & The Golden Age What was lifelike in Tudor England?	HISTORY  WWII What was the impact of World War II on the people of Britain?	HISTORY  Industrious Victorians What can the census tell us about local areas?	GEOGRAPHY  Fieldwork Can I carry out an independent fieldwork enquiry?
Science Year 5 	Materials: Mixtures and separation	Materials: Properties and changes	Forces and space: Earth and space	Living things: Life cycles and reproduction Science Week	Forces and space: Unbalanced forces	Animals: Human timeline Making connections: Does the size of an asteroid affect the diameter of its impact crater?
Science Y6	Energy: Light and Reflection	Living things: Classifying big and small	Living Things: Evolution and inheritance	Animals Including humans: Circulation and Health Science Week	Energy: circuits, batteries and switches	Making connections: Are some sunglasses safe than others?

						
Art & Design 	Painting and Mixed Media: Portraits		Craft and Design: Architecture		Drawing: Depth, emotion and movement	
DT 		Cooking and nutrition: Come dine with me		Mechanical Systems: Automata toys		Structures: Playground Digital World: Navigating the World
PSHE 	Being me in my world	Celebrating differences	Dreams and goals	Healthy me	Relationships	Changing me
ICT/ Computing 	Computing Systems and Network: Search Engines	Programming 1: Music Option 1	Data Handling: Mars Rover 1 Online Safety	Stop Motion Animation: Stop Motion Studio Option 1	Programming: Micro: bit	Skills Showcase: Mars Rover 2
RE 	Why does religion look different around the world – part 1?	Why does religion look different around the world – part 2?	Why is better to be there in person?	Why is there suffering – part 1?	Why is there suffering – part 2?	What place does religion have in our world today?
Music 	Dynamics, pitch and texture (Theme: Fingal's Cave)	Film music	Theme and variation (Theme: Pop Art)	Song of WW2	Baroque	Composing and performing a leavers song
PE 	Invasion (Tag Rugby)	Parkour Swimming	Dance	Net and Wall (Volleyball)	Athletics	Striking and Fielding (Rounders) OAA
Spanish 	Unit 1: Describing family and friends in Spanish	Unit 2: Spanish Portraits.	Unit 3: Sports in Spanish	Unit 4: Spanish Food and Drink	Unit 5: A trip across Spain	Unit 6: Saving South America



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